

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

COURSE SYLLABUS

Course Title: General Psychology 1, PSY 111 (CRN 2080)
Semester: Summer 2019
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: by appt.

I. 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.

II. 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

III. 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>

IV. COURSE REQUIREMENTS - OVERVIEW

1. Course materials will be delivered via Blackboard and will enable students to complete their work for this course in a flexible manner, completely online. The course is broken down into 5 Units. Each Friday at 11:59pm, a new Unit will become available. All due dates are described below, but will be on Sundays and Wednesdays at 11:59pm.
2. The "lectures" for this course will consist of PowerPoint presentations and accompanying videos, as well as reading of the course textbook. It is strongly recommended that students carefully read the PowerPoint presentations and textbook.
3. Reading of the contents of each Unit must be completed before posting to the discussion forum.
4. *Late work will be subject to a penalty.* Please review the "Life happens" document under "Syllabus and Overview" in the course menu for how to handle emergency situations.
5. Expectations about online learning:

- a. **Time investment:** For some people, on-line courses may actually be more difficult than “on-ground” courses because you must be more self-motivated and self-disciplined in order to complete the work. This course will require at least as much time as the equivalent course taught in the classroom. In a “regular” 15 week, 3-credit course, you would meet in the classroom for 3 hours per week. Instructors generally expect that you will study 1 to 2 hours for every hour in the classroom, for a total of 6 to 9 hours per week. The same holds true for an on-line course, except that the 3 hours of in-class time will now be time that you are putting in on-line. In a 5 week class, this is all very compressed; you will put in 18-27 hours per week.
- b. **Computer access:** **You will need regular access to a computer with a printer and Internet access, and a back-up plan in case problems develop with this computer.** Last minute glitches can occur with computer equipment, and the instructor will allow one extension per student with no late penalty upon request. However, ongoing computer problems will not be an acceptable excuse for incomplete work; you are expected to have a backup plan that allows you to consistently complete work on time throughout the semester.
- c. **Computer skills:** Your computer and Blackboard skills must be sufficient to allow you to generate computer documents and upload them onto Blackboard. If you do not know how to do this, please visit the Help & Tech Support Tab in the course menu.
- d. **Communication:**
 - i. If you have a question about the course that others may have as well, please post that question to the “course questions” discussion forum under “discussions” in the course menu. Anyone can respond to another student’s question – if you know the answer, no need to wait for me to respond. I’ll respond if I see an unanswered question or an incorrect response.
 - ii. If you have a question that is of a personal nature, please message me through the “messages” tab in the course menu.

V. GRADES

Your course grade will be made up of:

1. **Quizzes:** Eight multiple choice quizzes (one for each chapter and one for Ch 12 and 13 combined) will be given. The quizzes will consist of 10 multiple choice questions. The quiz questions will cover all of the material in each chapter, but will focus on the power point slides. You may not use any resources other than your own brain to complete the quizzes. **Once you begin a quiz, you will have 18 minutes to complete it.** It must be submitted by 11:59pm on the Sunday due date for the respective Unit. Your lowest quiz grade will be dropped.
2. **Assignments** to be submitted in each Unit. Instructions for each assignment will be available within each Unit. Late submissions will be penalized.
3. **Research article summary:** During the semester, you will select a scholarly, academic research article and write a summary of it. See “Research article summary” under Course Content for more information.
4. **Discussions:** In each Unit, you will respond to a discussion question and also respond to another student’s post in that discussion thread. The question for each Unit’s discussion is available in the Discussion tab in the course menu. **These initial posts and responses must be informative, contribute to the advancing knowledge of the topic, and follow the instructions below. You are expected to adhere to the Netiquette Guide (in Blackboard under “Syllabus and Overview”) when posting to the discussion board.**

Initial Post due by Wednesday at 11:59pm

- * Your initial post must be at least 350 words in length
- * Proper grammar, punctuation, and sentence structure
- * **Supported by two scholarly sources – one can be the textbook.** A scholarly source is a journal article or a reputable website (reputable websites are mostly limited to .gov websites).
- * In text citations and end-of-text references required, using APA format (**There are resources under “Syllabus and overview” for how to use APA format.**)

* **Do not use quotes** – quotes are hardly every used in APA format. Put it in your own words and cite your source.

* Please note that all rules in regards to plagiarism and proper citations must be followed.

*****When you have a question about citing information correctly – ASK FOR HELP!*****

Plagiarism is a violation of the Policy of Student Conduct (<http://mxcc.edu/catalog/campus-policies/policy-on-student-conduct>). To learn more about what constitutes plagiarism, visit <http://plagiarism.org/> or <https://owl.english.purdue.edu/owl/resource/589/1/>

One common type of plagiarism is taking a sentence from another source, changing a few words, and presenting it as your own (i.e., without a reference). Always put it in your own words and provide an in-text and end-of-text reference.

Response Posts due by Sunday at 11:59pm

* Respond to at least one classmate’s initial post. Your response should be about the thoughts you had upon reading your classmate's ideas -- taking those thoughts to the next step or level, adding a different perspective on what your classmate said, etc. Your response post should NOT be an evaluation of your classmate's post or a commentary on how well your classmate did or how well they met the requirements of the assignment.

* Your response post must be at least 200 words in length.

* Proper grammar, punctuation, and sentence structure

* “Good job” or comments of the sort are not nearly sufficient.

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 6/28/19 at 11:59pm and once you open it, you will have 2 hours to complete it.** It must be submitted by **7/7/19 at 11:59pm.** As noted above, it is your responsibility to ensure continuous internet access for the duration of the exam. You can find the final exam in Unit 5 under “Course Content”.

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. Be specific in the application of the course material to your future profession or career. You do not need to use APA format or references for this essay, and you may use first person. *(If applicable, you may discuss more than one chapter.) Your answer must be specific and substantive (e.g., it is not sufficient to say, for example, that as a police officer it will be helpful to understand psychological disorders. You need to explain in detail how this knowledge will help or influence your job as a police officer).*

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 (go to “course content” --> “Extra credit”). You can earn one percentage point added to your final course grade if you complete this in a satisfactory way. Due by 7/7/19 at 11:59pm.

Categories	Point value
Quizzes (7 quizzes x 30 points each) (8 quizzes, lowest one dropped)	210
Assignments (health diary, classical conditioning ad, newspaper prosocial, article+1 sentence, course feedback) (5 assignments x 10 points each)	50
Discussions (6 discussions including "introduce yourself", 15 points each)	90
Research article summary	50
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

VI. COURSE SCHEDULE

All due dates refer to 11:59pm

May 2019

SUN	MON	TUE	WED	THU	FRI	SAT	
				01	02	03	04
05	06	07	08	09	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

Unit 1 becomes
available

Jun 2019

SUN	MON	TUE	WED	THU	FRI	SAT
						01
02	03	04	05	06	07	08
			"Introduce yourself" post and initial Unit 1 discussion post due (note: these are two separate posts)		Unit 2 becomes available	
09	10	11	12	13	14	15
Unit 1 discussion response, assignment, and quiz due			initial Unit 2 discussion post due		Unit 3 becomes available	
16	17	18	19	20	21	22
Unit 2 discussion response, assignment, and quizzes due			initial Unit 3 discussion post due		Unit 4 becomes available	
23	24	25	26	27	28	29
Unit 3 discussion response, assignment, and quizzes due, article summary due			initial Unit 4 discussion post due		Unit 5 and final exam become available	

Jul 2019

SUN

MON

TUE

WED

THU

FRI

SAT

30

01

02

03

04

05

06

Unit 4 discussion
response,
assignment, and
quizzes due

initial Unit 5
discussion post
due

07

08

09

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12

13

Unit 5 discussion
response, assign., and
quizzes due, final
exam and extra credit

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VII. TOPICS COVERED

Unit #	Specific Objectives
1	<p>Ch 1: Introduction to Psychology</p> <ul style="list-style-type: none"> To understand careers in Psychology To understand the history of the field of Psychology To understand research methodology in Psychology To appreciate critical and ethical issues in Psychology
2	<p>Ch 2: Neuroscience and Behavior</p> <ul style="list-style-type: none"> To understand the major divisions and operation of the nervous system. To identify and understand the function of major brain structures To understand other biological bases of behavior, including evolutionary factors and the endocrine system <p>Ch 11: Health Psychology: Stress, Coping, and Well-Being</p> <ul style="list-style-type: none"> To be able to define “stress” and “stressor”. To understand how stress affects us physically, especially heart disease. To identify different forms of stress. To explain Selye’s general adaptation syndrome. To understand how we respond psychologically to stress. To understand how unhealthy behaviors affect our health. To describe how interactions with health care providers affect health.
3	<p>Ch 5: Learning</p> <ul style="list-style-type: none"> To describe and apply the different types of learning processes – classical conditioning, operant conditioning, observational learning. <p>Ch 6: Memory</p> <ul style="list-style-type: none"> To be able to describe how memory works and why it fails. To be able to define the three types of memory. To be able to describe the major types of memory impairment.
4	<p>Ch 8: Motivation and Emotion</p> <ul style="list-style-type: none"> To explain the different theories about how motivation directs and energizes behavior. To investigate the process behind some of the most important drives, including hunger and sex. To understand the function of emotion. To understand the experience of emotion. To investigate the physiology of emotions. <p>Ch 14: Social Psychology</p> <ul style="list-style-type: none"> To understand attitudes and how they are formed, maintained and changed. How understand impression formation and biases that affect how we perceive others. To understand the different forms of social influence, and how situational factors influence our behavior. To be able to identify and describe “prejudice,” “discrimination” and “stereotypes.” To understand interpersonal attraction. To understand aggressive and prosocial behavior.

5	<p>Ch 12: Psychological Disorders</p> <p>To explain the concepts of “normal”, “abnormal”, “mental illness”.</p> <p>To understand how mental disorders are classified according to DSM-5.</p> <p>To identify the most characteristic symptoms of some common psychological disorders.</p> <p>To understand the causes of different psychological disorders.</p> <p>Ch 13: Treatment of Psychological Disorders</p> <p>To understand how psychologists treat mental disorders using various forms of therapy.</p> <p>To describe the different theoretical approaches to treatment of psychological disorders.</p> <p>To understand the biomedical therapies for mental disorders.</p>
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ADDITIONAL 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: <http://mxcc.edu/catalog/academic-policies>

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