

Course Information

Number:	PY111
Name:	General Psychology
Description:	This course introduces the scientific study of behavior. It deals with such topics as learning, memory, motivation, consciousness, emotions, perceptions and experience, personality, interpersonal relations, conflict, and research methods.
Credit(s):	3
Offered (DAY schedule):	Every semester
Instructor Permission Required:	N
Pre-Requisite(s):	

Course Objectives

- To study the biological basis of behavior.
- To explore how sensations and perceptions influence our thoughts and behavior.
- To learn about the conscious and unconscious mind and altered states.
- To apply our understanding of conditioning and learning to improve our study skills
- To understand the stages of psychological development
- To apply the different personality theories to better help us understand how our personalities develop.
- To better understand our emotions and what motivates us.
- To be able to assess stress and burnout and to develop healthy coping methods.
- To gain a compassionate understanding of psychological problems and their treatments.
- To grow in self-awareness and understanding ourselves and others so we can be psychologically healthy and encourage psychological health in others.
- To develop an understanding of the history of Psychology.
- "To better understand thinking, language, and intelligence.
- To learn about the impact of motivation and emotion.
- To be introduced to the field of Social Psychology.

PY111 – General Psychology
Thomas College
Fall, 2018
Room AL-229

<u>Instructor:</u>	Amanda Favreau, M.Ed.	<u>Section:</u>	E (MWF 12:00pm – 12:50pm)
<u>Office:</u>	AL-115 (TRIO Office)	<u>Office Hours:</u>	W @ 2:00pm – 3:00pm; by appointment
<u>Email:</u>	favreaau@thomas.edu	<u>Phone:</u>	207-859-1218 (Office); 207-841-5394 (Cell) – please do not call/text after 8:30pm

Textbook:

Myers, D.G. & DeWall, C.N. (2016). *Exploring Psychology in Modules* (10th Ed.). New York, NY: Worth Publishers

Required Online Components:

Moodle – this course utilizes Moodle to enhance the classroom experience. Students will be able to access supplemental readings, videos, and other sources mentioned in class.

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Course Structure:

The format of the course is lecture and discussion. Students are encouraged to ask questions and share examples, when relevant. Students are expected to come to each class prepared to engage actively with the course material and to participate in discussion.

Course Requirements and Grade:

In order to be successful in this class, students will be expected to complete the following course requirements:

4 Exams	60%
Homework Assignments	40%
Total	100%

Scale:

The number grades listed below are the minimum cumulative point values required to earn the corresponding letter grade. Students who earn below 60 points will earn a grade of F.

A (100 – 95)	B+ (89 – 86)	C+ (79 – 76)	D+ (69 – 66)	F (59 or lower)
A- (94 – 90)	B (85 – 83)	C (75 – 73)	D (65 – 63)	
	B- (82 – 80)	C- (72 – 70)	D- (62 – 60)	

Course Policies:

1. **Attendance and Classroom Involvement:** Students are expected to be at every class ready to participate. Students may miss three classes for personal reasons. Absences may be excused for verifiable family emergencies on a case-by-case basis. Please communicate with me as early as possible in these instances.
2. **Electronics (cell phones, tablets, laptops, etc.):** If I believe cell phones are becoming distracting, e.g. students are texting more than paying attention, I will ask cell phones to be put in the front of the class for the day. Students may use tablets and/or laptops to take notes unless it becomes obvious that students are using them for other purposes than class, e.g. working on other homework, surfing the internet, social media, etc. If this becomes the case, I will not allow tablets or laptops in class for the remainder of the semester.
3. **Plagiarism and Cheating:** Students are expected to abide by the Thomas College Academic Honesty policy available in the catalog and Student Handbook. Penalties for violation of the policy may range from failure on the work in question or failure for the course. Students with any questions regarding academic honesty are encouraged to consult with the instructor prior to submitting their work.
4. **Exams:** Exams will cover material in the text, lectures, discussions, activities, and videos. Students are expected to be present on exam days. If you find you must miss an exam due to an emergency, serious illness, or dangerous driving conditions, contact me as soon as possible. Make-up exams will be made up at a specific time within a week of the original exam date.
5. **Homework Assignments:** Students will be expected to complete weekly assignments throughout the semester to enhance understanding of the course material. Assignments will be graded based on the quality and accuracy of the work submitted. Assignment due dates are included in the tentative semester schedule. Assignment descriptions will be posted to the Moodle site for this course.

Extra Credit Opportunities:

Students can earn extra credit in a couple of ways:

1. **Exams:** At the end of each exam, there will be an extra credit question. If answered correctly, two points will be added to your exam grade.
2. **Tutoring:** Students can earn a maximum of four extra points, which will be added to their final grade, by working with the psychology tutor, one point for each tutoring session lasting 30 minutes or more.
3. **EDAC Experiments:** 2% increase on the final grade for every experiment that students participate in. Students must present the card given to them at the time of the experiment.

Support:

Instructor – Students seeking help with any aspect of the course are encouraged to contact the instructor and make use of office hours.

Peer Tutoring – A range of tutoring options are available through the Student Success Center. Please contact Cote Theriault, Peer Tutoring Coordinator and Data Analyst at theriaultc@thomas.edu, 207-859-1142, or in AL-112.

Accommodations – Students seeking accommodations for a disability are encouraged to contact the instructor or speak with the Vice President of Student Affairs, Lisa Desautels-Poliquin at desautelsl@thomas.edu or 207-859-1243.

Tentative Course Schedule*

Week	Date	Topic	Assignment Due
1	August 27 th	Introductions & Syllabus	
	August 29 th	The History and Scope of Psychology & Research Strategies – How Psychologists Ask and Answer Questions	Module 1 Module 2
	August 31 st	The History and Scope of Psychology & Research Strategies – How Psychologists Ask and Answer Questions Continued	Assignment #1
2	September 3 rd	NO CLASS – Labor Day	
	September 5 th	Neural and Hormonal Systems	Module 3
	September 7 th	Neural and Hormonal Systems Continued	Assignment #2
3	September 10 th	Tools of Discovery and Older Brain Structures	Module 4
	September 12 th	The Cerebral Cortex and Our Divided Brain	Module 5
	September 14 th	Tools of Discovery and Older Brain Structures & The Cerebral Cortex and Our Divided Brain Continued	Assignment #3
4	September 17 th	Exam #1 Modules 1-5	
	September 19 th	Developmental Issues, Prenatal Development, and the Newborn	Module 10
	September 21 st	NO CLASS	
5	September 24 th	Infancy and Childhood	Module 11
	September 26 th	Basic Concepts of Sensation and Perception	Module 16
	September 28 th	Infancy and Childhood & Basic Concepts of Sensation and Perception Continued	Assignment #4
6	October 1 st	Basic Learning Concepts and Classical Conditioning	Module 19
	October 3 rd	Operant Conditioning	Module 20
	October 5 th	Basic Learning Concepts and Classical Conditioning & Operant Conditioning Continued	Assignment #5
7	October 8 th	NO CLASS – Columbus Day Break	
	October 10 th	Studying and Encoding Memories & Storing and Retrieving Memories	Module 22 Module 23
	October 12 th	Studying and Encoding Memories & Storing and Retrieving Memories Continued	Assignment #6
8	October 15 th	Exam #2 Modules 10-11, 16, 19-20, & 22-23	
	October 17 th	NO CLASS	
	October 19 th	Thinking	Module 25
9	October 22 nd	Language and Thought	Module 26
	October 24 th	Intelligence and Its Assessment	Module 27
	October 26 th	Language and Thought & Intelligence and Its Assessment Continued	Assignment #7
10	October 29 th	Basic Motivational Concepts, Affiliation, and Achievement	Module 29
	October 31 st	Theories and Psychology of Emotion	Module 31
	November 2 nd	Basic Motivational Concepts, Affiliation, and Achievement & Theories and Psychology of Emotion Continued	Assignment #8
11	November 5 th	Stress and Illness	Module 33
	November 7 th	Health and Happiness	Module 34
	November 9 th	Stress and Illness & Health and Happiness Continued	Assignment #9
12	November 12 th	NO CLASS – Veteran’s Day	
	November 14 th	Exam #3 Modules 25-27, 29, 31, 33, & 34	
	November 16 th	Social Thinking and Social Influence	Module 35
13	November 19 th	Social Thinking and Social Influence Continued	
	November 21 st	NO CLASS – Thanksgiving Break	
	November 23 rd	NO CLASS – Thanksgiving Break	
14	November 26 th	Classic Perspectives on Personality	Module 38

	November 28 th	Contemporary Perspectives on Personality	Module 39
	November 30 th	Classic Perspectives on Personality & Contemporary Perspectives on Personality Continued	Assignment #10
15	December 3 rd	Basic Concepts of Psychological Disorders	Module 40
	December 5 th	Introduction to Therapy and the Psychological Therapies	Module 44
	December 7 th	Basic Concepts of Psychological Disorders & Introduction to Therapy and the Psychological Therapies Continued	Assignment #11
16	December 10 th	Exam #4 Modules 35, 38, 39, 40, 44	
	December 12 th		
	December 14 th		

* Schedule may change at instructor's discretion at any point in the semester.

PY111: General Psychology

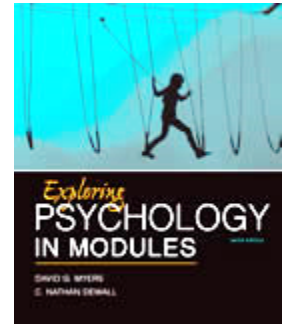
Syllabus
Fall 2018

Dale R. Dickson, Ph.D.
Office AL 213
Phone: 859-1157
dicksond@thomas.edu

Period M TTh 9:25-10:40
Room AL 208
Office Hours: MWF 10:00-10:50
TTh 8:00-9:00
or whenever I am in my office

Text

Myers, D.G. & DeWall, C.N. (2016). *Exploring Psychology, Tenth Edition in Modules*.
New York: Worth



Objectives

Upon completion of this course students will be able to:

1. define psychology and identify its goals.
2. identify research strategies employed by psychological scientists to generate knowledge.
3. identify major structures in the nervous system and correlate them with cognitive, emotional and behavioral functions.
4. describe the advantages and disadvantages of various types of information processing as differentiated by attentional allocation.
5. identify major structures involved in visual sensation and describe basic processes that lead to a unified perceptual experience.
6. define learning and outline the components of classical conditioning, operant conditioning and observational learning.
7. describe contemporary models of human memory and identify the typical limits of memory.
8. indicate different ways in which humans make decisions and judgments as well as the costs and benefits of different decision making strategies.
9. describe the stress response and indicate how stress is related to physical and mental health.
10. describe classic theories of personality as well as define the five major personality factors.
11. identify major psychological disorders based on symptomology.
12. describe the major dynamics such as attribution, conformity and obedience in social interactions.

Course Structure

The course consists of four major components—presentations, laboratory experiences, online activities and readings.

Presentations

Lectures are generally intended to introduce and reinforce topics with the science of psychology, sometimes presenting an overview and sometimes exploring specific areas of interest within a topic. In all instances lectures will draw in elements learned through reading of the text and completion of laboratory experiences. Active participation of students is expected during lectures therefore students should arrive prepared to answer questions, provide examples and share viewpoints.

Laboratory Experiences

Laboratory experiences are intended to provide students with a hands-on approach to learning psychology. Lab experiences may include psychological experiments, demonstrations, self-assessments and other activities to reinforce concepts introduced in your text.

Online Activities

From time to time online activities will be assigned for completion outside the classroom. Like laboratory experiences, these activities are designed to reinforce concepts introduced in your text and to broaden your interaction with the field of psychology.

Readings

Most readings are drawn from your text however some readings may come from outside sources. The readings form the foundation of your introduction to psychology therefore it is imperative that you keep up with all assigned readings.

Course Evaluation

In this course, student achievement is assessed through examinations and assignments.

Examinations

Over the course of the semester, three exams will be administered. Each exam will assess student understanding of the material presented in the preceding unit. Exams will consist of multiple choice items (approximately 25) that focus on foundational concepts presented in the text and short answer items (approximately 5) that are drawn from lecture, lab experiences and online activities. Students will have 75 minutes to complete each exam. Exams will be weighted such that the first exam contributes less to the final course grade (10%) than the remaining two exams (15% each). Taken together, exam scores will constitute 40% of the final course grade.

Assignments

Several assignments will be made throughout the semester. These assignments are typically made in conjunction with assigned readings, laboratory experiences and online activities. Assignments may be assessed on accuracy, apparent effort and thoughtfulness as well as presentation. In total, assignments will account for 60% of the final course grade.

Evaluation

Exams	40%
<u>Assignments</u>	<u>60%</u>
Total	100%

Grading Scale

A.....	92.5%	C.....	72.5%
A-.....	89.5%	C-.....	69.5%
B+.....	87.5%	D+.....	67.5%
B.....	82.5%	D.....	62.5%
B-.....	79.5%	D-.....	59.5%
C+.....	77.5%	F.....	< 59.5%

Course Outline

<u>Unit</u>	<u>Topic</u>	<u>Modules</u>
1	Introduction to psychology	1
	Generating knowledge through research	2
	The biological underpinnings of behavior and mental processes	3, 4 & 5
2	Information processing and sleep	7 & 8
	Sensory and perceptual processing	16 & 17
	Learning	19, 20 & 21
	Memory	22, 23 & 24
3	Judgment and decision making	25
	Stress and Happiness	33 & 34
	Personality	38 & 39
	Psychological disorders	40, 41, 42 & 43

Classroom Policies

Electronics

The Department of Arts & Sciences of Thomas College supports the development of technological skills among students. Furthermore, the Department recognizes the key role technology may serve in facilitation of the education of Thomas students. The Department further recognizes the detrimental impact on students' learning experience of technology inappropriately used; therefore, it is the policy of the Department of Arts & Sciences that the use of technology in class be limited to appropriate, course relevant use. All other uses (including but not limited to texting, instant messaging, gaming and social networking) are prohibited unless specifically approved by the course instructor.

Inappropriate use of electronics in this class will result in a warning. Second offenses will require that you either turn in your device to the instructor for the remainder of the class or you leave for the remainder of the class. Any further offenses may result in permanent removal from the course.

Academic Honesty

Plagiarism and cheating will not be tolerated. First offenses will result in a "0" for the specific assignment or exam in question. Second offenses will result in failure of the course. Please refer to the *Student Handbook* for specific definitions concerning plagiarism and academic dishonesty. Do not hesitate to talk with me if you have any questions regarding plagiarism and the appropriate use of other's work.

Make-up Exams and Late Work

Make-up exams will be offered under extreme circumstances. If an exam is missed due to serious illness or the death of someone close to you, contact me as soon as possible to make arrangements for the make-up exam. If an exam must be missed for any other acceptable reason (i.e. college sponsored activity) let me know in advance of the regularly scheduled exam. In either case, make-up exams will be scheduled at my convenience.

All assignments should be turned in when due. I will accept assignments during the class period immediately following the due date however, these late assignments will be penalized 25% of their earned value.

Note: This syllabus is a tentative outline of the course structure and system of evaluation. Changes may be made throughout the semester as class needs arise.