St. Petersburg College

PSY 1012 – General Psychology
3 Credit Hours; Class #975

Spring Semester, 2015

Instructor: Sherri Reyes, M.A.

Email: Reyes.Sherri@spcollege.edu (campus email)

Office Hours: ES 313, Tuesdays, 6:30-7:00pm, Fridays, 8:30am-9:00am, or by appointment

Availability of Course Content/Interaction: The instructor will be available for consultation during office hours. However, email instructor anytime for assistance or to ask questions!

Link to Instructor page for “bio” and teaching philosophy: http://www.spcollege.edu/instructors/id/2849

SPC Syllabus Addendum: http://www.spcollege.edu/addendum/

ACADEMIC DEPARTMENT
Dean of Social Sciences: Dr. Joseph Smiley
Department Chair Name: Anja Norman, MA
Office Location: Clearwater Campus
Department Chair Office Number: 727-791-2671
Link to Social Science Website: https://www.spcollege.edu/socialsciences/

MEETING INFORMATION
Course location: ES 303, Clearwater campus
Meeting Days: Tuesdays
Class Times: 7:00pm – 9:40 pm

Course Description
This course is designed to introduce students to the study of psychology. It is intended to provide broad coverage of the field by presenting basic theories, research, and applied use of psychology. It will give students a background from which to either pursue more advanced psychological courses, or to retain the information as a basic knowledge of psychology in general.

Areas that will be covered include: research methods, biological bases of behavior, human development, sensation, perception, learning, intelligence, motivation, emotions, personality, mental disorders and their treatment, and social psychology. These areas will be approached
from both theoretical and applied perspectives.

Course Objectives

✓ The student will demonstrate knowledge of the historical roots of the science of psychology.
✓ The student will demonstrate knowledge of research methods used in psychology.
✓ The student will demonstrate knowledge of the major theories of psychology.
✓ The student will demonstrate knowledge of self as both a biological and social organism.
✓ The student will demonstrate knowledge of universal stages of development and of individual differences.
✓ The student will demonstrate knowledge of the effects of ethnicity, age, and/or gender, and/or race on psychological functioning.

Course Requirements

Lecture
We will have lecture once a week.

Some tips for getting more out of lecture:
1. Get to know your classmates.
2. Concentrate on taking notes the whole time. If your mind wanders, refocus on the material.
3. Write down details to fill out the lecture outline, including terms, definitions, and examples.

Research on teaching and learning shows that students prefer a variety of activities that enable them to study material and better understand it. The main activities that we will engage in on a weekly basis are lecture, textbook reading, exams and writing assignments.

ACTIVE PARTICIPATION

Active participation is defined in two ways: regular attendance and completing assigned coursework. In terms of regular attendance, active participation is defined as not exceeding two unexcused absences. Active participation is also defined as completing assigned coursework.

If students have more than two unexcused absences or incomplete coursework, students must contact the instructor to determine an academic plan for successful completion of the course. If students have violated the active participation policy in terms of attendance or completing coursework, and if students have not contacted the instructor to establish a plan for completion of the remaining requirements of the course, then students will be reported as not actively participating in the course, which may result in a grade of WF. If you are in your third attempt at completing a course, you will be given a grade of “WF” at any point that you attempt to withdraw or at any point that you violate the active participation policy.

Attendance Policy: Students are expected to be in a seat and ready to begin class at the scheduled start time, and to attend the entire class period. Attendance will be marked at the start
of class time, and if you are not present, you will be marked absent. Up to two unexcused absences will not affect your grade, but any further absences will result in a full percentage point deduction from your final semester grade. If you would like an absence to be excused and not count against your four “freebies”, please submit documentation to the instructor. For example, if you are so ill that you cannot attend class, then you would submit a doctor’s note documenting your illness.

If illness or other emergencies prevent you from attending class, please notify the instructor immediately and make arrangements to get class notes. The instructor will not provide notes. Students are responsible for all materials covered in class, whether they are present or not.

Students are expected to attend and actively participate in class. Participation in class discussions will enrich the learning experiences.

---

**Grading**

The final grade for this course will be based on percentage scores the student earns on the two in-class exams, the comprehensive final exam, and the two writing assignments. There will be no make-up exams offered. The final exam is a comprehensive exam.

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Comprehensive Final Exam</th>
<th>Research Design Paper</th>
<th>Psychological Disorder Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>200</td>
<td>300</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

**Extra Credit:**

- Students can earn 5 points extra credit for each writing assignment by turning their paper in on time (in the required format) and with the word counts, AND an additional 5 point bonus for reviewing their draft paper with the Psychology Tutor in the Library Writing Studio prior to submitting their final draft writing assignment to the instructor.
- Students can earn 1 point extra credit for each handout that is completed at the start of the class period. Handouts will be disseminated at the end of the class prior to class the handout is due. (Many of the handouts are designed to reflect your open thoughts and beliefs, and out of respect for your privacy, they will not be read by the instructor. Completion will be noted from a distance).

Grades will be assigned according to the following scale. I reserve the right to make the grading scale easier, but I promise not to make it harder!

The student’s final grade in this course is determined on the basis of his/her accumulated points:

- **A** = 900 – 1000 points (90 – 100%)
- **B** = 800 – 899 points (80 – 89.9%)
- **C** = 700 – 799 points (70 – 79.9%)
- **D** = 600 – 699 points (60 – 69.9%)
- **F** = 0 – 599 points (0 – 59.9%)
Each student can determine his/her grade at any point during the course by totaling the number of points accumulated to date and comparing it to the total number of possible points. For example: After the first two exams (possible 400 points), and Research Design Paper (possible 100 points), the maximum possible point value equals 500. If you received a total of 420 points on the three scores, then (divide 420 by 500) * 100 obtaining a score of 84%, which means you have earned a B thus far.

Course Schedule

Please use this calendar to ensure that you complete all reading assignments and graded work on time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Welcome, Syllabus Review, Overview of Course, History</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>1/20</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>1/27</td>
<td>Neuroscience</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Sensation &amp; Perception</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Sleep / Stress</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Research Design Writing Assignment Due</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Learning</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>2/24</td>
<td>Exam 1 (Chapters 1-5 &amp; 12)</td>
<td></td>
</tr>
<tr>
<td>3/3</td>
<td>Memory</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>3/17</td>
<td>Intelligence; Motivation</td>
<td>Ch. 7, Ch. 8</td>
</tr>
<tr>
<td>3/24</td>
<td>Lifespan Development</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>3/31</td>
<td>Personality</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>4/7</td>
<td>Psychological Disorders</td>
<td>Ch.13</td>
</tr>
<tr>
<td>4/14</td>
<td>Exam 2 (Chapters 6-10, 13)</td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>Therapies</td>
<td>Ch.14</td>
</tr>
<tr>
<td>4/21</td>
<td>Psychological Disorders Writing Assignment Due</td>
<td></td>
</tr>
<tr>
<td>4/28</td>
<td>Social Psychology</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>5/5, 7:00-8:50pm</td>
<td>Cumulative Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION

Links for Textbook Website: http://www.worthpublishers.com/discoveringpsych5e.

WRITING ASSIGNMENT RESOURCES:
Please visit the Library Writing Studio in the Library. Please see the link below for description and hours. http://spcollege.libguides.com/content.php?pid=313815&sid=2568785
OR

PSYCHOLOGY TUTOR (Clearwater Campus)
COURSE ETIQUETTE/NETIQUETTE

✓ Students are expected to respect diverse opinions during class discussions, some of which may center on sensitive topics. Rude, crude, or disrespectful behavior will not be tolerated and may result in being asked to leave for the day and/or class withdrawal.

✓ Students are expected to complete exams and assignments independently. Cheating may result in failure of the course. Plagiarism is not tolerated. Academic honesty violations may result in failure of the course in addition to college penalties. Please consult the following link for more information: http://www.spcollege.edu/academic honesty/

✓ Our class is a learning environment, so please respect and participate in that goal by keeping your attention on the material and the lecture, discussion or activity. Please silence your cell phones during class. If a student has a concern regarding silencing his or her cell phone, please consult the instructor. If you persist in using your cell phone during class, you will be asked to leave. Side conversations, eating, use of a laptop for non-class activities, and other behaviors that distract you or other students are not acceptable and may result in me asking you to leave, or withdrawing you from the course if it’s an ongoing problem.

✓ Please be reminded that online communication through ANGEL or other means is saved, stored, and can be referenced. Please do not put anything in an email, drop box, or discussion forum that you would not openly share.
WRITING ASSIGNMENTS

The following research papers are designed to integrate your understanding of the subject matter. **Late Penalty** – If either paper is submitted late, you will receive a 10-point deduction per weekday as calculated at 11:59 PM.

*Turnitin Option: Students are encouraged to submit their reports to Turnitin, plagiarism detection software. Turnitin is a tool to help students detect whether or not they have intentionally or unintentionally plagiarized before they submit their reports to the instructor to be graded. Plagiarized reports will receive the grade of F, which may result in a grade of F for the course. Before reports can be submitted to Turnitin through ANGEL, students are required to respond to a consent form. After accepting the consent form, the turnitin drop boxes will be provided in the ANGEL supplement established for this course.

Extra Credit: Students will receive 5-point extra credit bonuses if they submit each paper (in the required format) to the instructor on or before the due dates and submit word counts on or before the due dates, and an additional 5-point extra credit bonuses to review their draft paper with the Psychology Tutor in the Library Writing Studio (Clearwater Campus) before submitting their final paper. (It will be required to submit a copy of the attendance and review documents provided by the Psychology Tutor as attachments to your writing assignment).

I. **Design an Experiment** – (Due February 10, 2015)
This paper requirement is designed to encourage you to think about something you find interesting within the realm of psychology. Create your own theory, develop your own hypotheses and design an experiment following the scientific method.

_This paper will be at least 500 words, double spaced, Times New Roman 12pt font, with 1 inch margins. (This should be at least 2 pages)._ 

Describe all the following aspects of your research design using the following headings, in the following order:

**Part 1 : Hypotheses**
- Develop and describe specific hypotheses

**Part 2 : Design an Experimental Study**
- Describe population sample and method of sampling
- Describe sample selection and randomization procedures
- How will hypotheses be tested?
- Describe Independent Variables and Dependent Variables.

**Part 3 : Considerations**
- Would any biases impact your experiment?
- What ethical concerns would impact your experiment?
- What result would you expect?
- How could your results be generalized?
II. **Psychological Disorders – (Due April 21, 2015)**
This paper is designed for you to analyze all aspects of a main character in a movie. You will need to identify and describe the mental disorder, but also describe how various perspectives you have learned about (in Chapters 4, 7 – 10, 12-14) may have influenced the character’s level of functioning and symptoms of their mental disorder.

*This paper will be at least 1500 words, double spaced, Times New Roman 12pt font, with 1 inch margins. (This should be at least 6 pages). Cite all sources using APA format.*

Choose a main character from one of the following movies
- Silver Linings Playbook (2012)
- Shutter Island (2010)
- Girl Interrupted (1999)
- Forrest Gump (1994)
- As Good As It Gets (1997)

*If anyone has a moral or religious reason why they are not comfortable choosing at least one of the movies listed above for viewing, please contact the instructor immediately so a book can be assigned instead.*

Describe all the following aspects of your identified main character using the following headings, in the following order:

**Part 1 : Main Character**
- Identify the main character of focus.
- Identify and describe the mental disorder (Ch. 13) as it effects the specific character, including all observed or inferred symptoms, and how the effects of the character’s age, gender, race, and ethnicity may have played a role in the development of the disorder and exacerbation of its symptoms.
- Describe how this character’s mental disorder effects his/her level of functioning (e.g., occupational; educational; interpersonal/social; family, etc).

**Part 2 : Integration of Psychological Perspectives**
- Were there any issues with the character’s sleep (Ch. 4) that may impact the character’s level of functioning?
- Estimate character’s intelligence (Ch. 7) and how factors of the character’s intelligence impacted the symptoms of their mental disorder.
- Choose a theory of motivation (Ch. 8) and identify how aspects of the character’s mental disorder may relate to the theory of motivation you choose. (E.g., According to Maslow’s Hierarchy of Needs, what level of needs best describe the character’s functioning?). How has this variable helped or prevented the character from getting better?
- What developmental events (Ch. 9) may have played a factor in the development of the character’s mental disorder?
- What would Carl Rogers and/or Albert Bandura (Ch. 10) say about this character’s level of functioning and his/her potential for getting better?
- How has stress (Ch. 12) influenced the character’s level of functioning?

**Part 3 : Reflection**
- Describe your thoughts and impressions of the character’s prognosis.
### Grading Record:

*Students are strongly encouraged to track their grade throughout the semester.*

<table>
<thead>
<tr>
<th>Exams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 _______</td>
<td>Exam 2 _______</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>300</td>
</tr>
</tbody>
</table>

**Count All Exam Scores**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design an Experiment</td>
<td>Psychological Disorder</td>
</tr>
<tr>
<td>Paper _______</td>
<td>Paper _______</td>
</tr>
<tr>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout 1____</td>
<td>Handout 2____</td>
</tr>
<tr>
<td>Handout 3____</td>
<td>Handout 4____</td>
</tr>
<tr>
<td>Handout 5____</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL GRADE**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>