

Dept. of Behavioral Sciences and Human Services
Kingsborough Community College
General Psychology
PSY 11, Section 35
Spring 2017

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Office Hours: Mon. 1:50-2:50 pm, Wed. & Thurs. 12:40-1:40 pm

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Welcome to *General Psychology*. In this course, we will examine various areas within psychology, including biological, cognitive, developmental, social, personality and clinical psychology. Throughout the course, we will focus extensively on the conceptual, theoretical, and methodological tools used by psychologists to better understand human behavior. I will encourage you to be critical of the course material and to examine it in light of your own lived experiences. Overall, I hope that you leave this course with a solid understanding of fundamental psychological concepts and the desire to learn more.

Course Catalog Description: Introduction to psychology as a science. Topics covered in this survey course include: historical background, fields and divisions, scientific methods, biological underpinnings of thought and behavior, learning and memory.

Credits/Hours: 3.0

Prerequisite/Corequisite: None

There is no required textbook for this course. However, you should feel free to purchase (or borrow from the library) any Introductory Psychology textbook published within the last ten years.

Learning Objectives:

By the end of the term, all PSY 11 students should:

- Understand basic concepts of scientific methodology and their relevance to psychological inquiry.
- Be aware that psychology is a discipline with many sub-fields or specialties.
- Be acquainted with different mechanisms of learning, including conditioning processes, observational learning, and modeling.
- Have an appreciation for the core issues that surround the topic of abnormal behavior and psychological disorder.

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- Have developed an appreciation for the influence of social groups and contexts on mental processes and behavior.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Access-Ability Services

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

Course Requirements & Grading

Readings and notes on Blackboard:

Please do your best to complete all reading assignments before the designated class session (see schedule below). If you are using a textbook other than the one listed on the syllabus, then please note that the chapter numbers in your book might be different from those listed on the syllabus. However, the basic information on each topic will essentially be the same, regardless of the textbook that you use.

To keep us all on the same page, I have also posted lecture outlines and slides on blackboard (under “content”) for all topics that we are covering in this course. If you print out the slides and bring them to class, then you will not have to take many notes during class time. There are also supplemental readings for some topics, which are also posted under “content” on blackboard.

Exams:

There will be three exams and a final in this course. Each is worth 1/3 of your grade in the course and will be multiple-choice in format. The lowest test grade (not including the final) will be dropped. If you miss a test, then this will be your dropped grade. If you miss the final, then you will receive an Incomplete in the course.

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Extra Credit:

On the day of exams, you may submit informal reaction papers based on any course material covered on that exam. They should both summarize the lecture *and* reflect on it in light of your own lived experiences. They may be typed or hand-written and each should be approximately one page in length. You will receive two extra points for each reaction paper and you may submit up to eight per exam (for a maximum of 16 extra credit points).

THESE MUST BE IN YOUR OWN WORDS AND BASED ON YOUR CLASS NOTES AND PERSONAL EXPERIENCES. NOTHING FROM THE INTERNET IS PERMITTED.

Class Participation:

Class participation is an important component of this course. It involves participating in both our larger class discussions and a number of small-group activities designed to provoke a deeper, more critical understanding of core concepts. Excellent class participation also includes listening and responding thoughtfully to others' ideas. At the end of the semester, students with excellent class participation will have their grades raised one notch (e.g., from a B+ to A-).

Attendance & Lateness:

Please be here regularly and on time. The majority of the work for this course will be done in class and thus, as long as you are here, you will not have to do a tremendous amount of work outside of class time. Please note that attendance will be taken at the beginning of every class session. If you miss more than 15% of our class meetings (that is more than two class sessions), then you will need to withdraw from this class. If you exceed the absences and do not withdraw from the course, then you will receive an unofficial withdrawal for your grade in this course. There are no "excused absences" and thus, even if you miss class because of illness or an emergency, this will count as an absence.

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Grading:

Your final grade will be calculated in the following manner:

Exam #1: 1/3

Exam #2: 1/3

Exam #3: 1/3

Final Exam: 1/3

***Please note that your lowest test grade (not including the final) will be dropped.

Final letter grades for the course will be assigned based on the following conversion scale:

A+ = 98-100%; A= 93-97.9%; A- = 90-92.9%; B+= 88-89.9%; B= 83-87.9%;
B- =80-82.9%; C+= 78-79.9%; C=73-77.9%; C- = 70-72.9%; D+=68-69.9%;
D= 60-67.9%; F = 59.9% and below.

Policy on Cheating:

According to the KCC catalogue, cheating is defined “as the unauthorized use of study aids, notes, or technological devices during an exam or other academic exercise.” If I find that you have cheated on an exam or plagiarized an extra credit reaction paper (which can involve writing anything not in your own words without quoting it and taking anything off the internet), then you will receive a zero on that test or no credit for your reaction paper. Repeated offenses will lead to failing the class. You do NOT need to cheat in order to do well in this class, so please do not even think about it.

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Course Schedule:

DATE	TOPIC	READINGS/SLIDES (All slides and readings are posted under “Course Content” on Blackboard.)
3/6	Course Introduction What is Psychology? History, debates, and contemporary schools.	<u>Notes (under “content”)</u> Chapter 1-Intro Lecture in MS Word Chapter 1-Intro Slides in power-point <u>Reading:</u> Nature/nurture and Free Will/Determinism
3/13	Research Methods	<u>Notes (under “content”)</u> Chapter 1-Research Methods Lecture in MS Word Chapter 1-Research Methods Slides in Power-point.
3/20	EXAM #1 Theories of Intelligence	<u>Notes (under “content”)</u> Intelligence Lecture in MS Word Intelligence Slides in power-point <u>Reading:</u> Gardner’s Multiple Intelligences.
3/27	Biological Bases of Behavior	<u>Notes (under “content”)</u> Chapter 2- Biological Bases Lecture in MS Word Chapter 2-Biological Bases Slides in power-point

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4/3	Learning	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 4-Learning Lecture in MS Word Chapter 4-Learning Slides in power-point</p> <p><u>Reading:</u> Learned Helplessness</p>
4/10 & 4/17	NO CLASS- HAPPY SPRING BREAK	
4/24	EXAM #2 Human Development I	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 7- Human Development Lecture in MS Word Chapter 7- Human Development Slides in power-point</p> <p><u>Reading:</u> Erikson’s Psychosocial Stages</p>
5/1	Human Development II Personality I	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 11-Personality Lecture in MS Word Chapter 11-Personality Slides in power-point</p> <p><u>Reading:</u> Personality Traits</p>
5/8	Personality II Social Psychology I	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 11-Personality Lecture in MS Word Chapter 11-Personality Slides in power-point</p> <p><u>Reading:</u> Personality Traits</p>

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5/15	Social Psychology II	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 10-Social Psychology Lecture in MS Word Chapter 10-Social Psychology Slides in power-point</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. “Milgram’s Obedience Study” 2. “Stereotyping, Prejudice, and Discrimination”
5/22	EXAM #3 Psychological Disorders I	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 12-Disorders Lecture in MS Word Chapter 12-Disorders Slides in power-point</p> <p><u>Reading:</u> The Quiet Room</p>
5/29	NO CLASS TODAY- KCC IS CLOSED	
5/31** KCC is on a Monday schedule today	Psychological Disorders II	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 12-Disorders Lecture in MS Word Chapter 12-Disorders Slides in power-point</p> <p style="text-align: center;"><u>Reading:</u> The Quiet Room</p>
6/5	Psychological Disorders III	<p style="text-align: center;"><u>Notes (under “content”)</u></p> <p>Chapter 12-Disorders Lecture in MS Word Chapter 12-Disorders Slides in power-point</p> <p style="text-align: center;"><u>Reading:</u> The Quiet Room</p>

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TBA	FINAL EXAM	
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Exam #1 Study Guide

Introducing Psychology

1. What is the definition of psychology?
2. Know the following contemporary schools of psychology: Social, personality, clinical, developmental, biological, cognitive, humanistic.
3. What is the difference between a “clinical psychologist” and a “psychiatrist?”
4. Know the following five early schools of psychology: Structuralism, functionalism, psychoanalysis, gestalt, and behaviorism.
5. Know the following four debates: Nature vs. nurture, stability versus change, conscious versus unconscious and free will vs. determinism.

Research Methods

1. Know the following scientific methods to collecting data: Naturalistic observation, structured observation, participant observation, clinical interviews, structured interviews, surveys, case studies.
2. What are the benefits and drawbacks to each scientific method that we discussed?
3. What is the difference between a sample and population?
4. Know the following terms: Theory, hypothesis, variables.
5. What is revealed through correlation research?
6. Be able to recognize examples of positive and negative correlations.
7. Why can we not determine cause and effect through correlational research (think third factors)?
8. How do experiments help us to determine causal relationships (again, think third factors)?
9. What are independent and dependent variables? Be able to recognize them in examples.
10. What does it mean to operationalize a variable?
11. What is the difference between the “experimental” and “control” groups?
12. What is random assignment?
13. What is a placebo? Why is one used within medication-based experiments?
14. What is the placebo effect?
15. What is the difference between a “blind” and “double blind” experiment?
16. What are some ethical guidelines for doing a research study in psychology?

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Exam #2 Study Guide

Biological Bases of Behavior

1. What is a neuron? Know the following parts: Dendrites, cell body, axon, myelin sheath, axon terminals, synapse.
2. What are neurotransmitters. Know the following: Endorphins, acetylcholine, serotonin, dopamine. With which diseases is dopamine associated?
3. What are the parts of the Central and peripheral nervous systems?
4. What is the difference between the somatic and autonomic divisions of the PNS?
5. What is the difference between the sympathetic and parasympathetic divisions of the ANS?
6. What are the three regions of the brain?
7. What are the main parts of the hindbrain we discussed?
8. What is the reticular formation (within the midbrain)?
9. Know the following parts of the forebrain: Thalamus, hypothalamus, limbic system (amygdala and hippocampus), cerebral cortex.
10. What are the four lobes within the cortex?

Learning

1. Define learning.
2. Who is Pavlov? What did he learn through his experiment with dogs? Know the following terms and be able to recognize them in examples: UCS, CS, UCR, and CR. For classical conditioning to be strongest, what should come first: The CS or the UCS? Why?
3. Know the following classical conditioning terms: Extinction, spontaneous recovery, stimulus generalization.
4. What is the difference between classical and operant conditioning?
5. Know the following operant conditioning terms: Reinforcement, reinforcer, primary reinforcer, secondary reinforcer.
6. What is the main difference between positive reinforcement and negative reinforcement? Be able to recognize examples of each.
7. A reinforcer always _____ the likelihood of a behavior.
8. What is punishment? How, in your opinion, does it compare with reinforcement in terms of effectiveness? Why is punishment VERY different from negative reinforcement?

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9. What is the difference between punishment by application and punishment by removal? Be able to recognize examples!
10. What is partial reinforcement? How is it different from continuous reinforcement? Which is more effective in maintaining a desired behavior?
11. Know the four partial reinforcement schedules that we discussed in class. Be able to recognize each in examples.
12. What did Bandura learn about observational learning and modeling through his research?
13. What is learned helplessness? How did Seligman identify it within his research?

Theories of Intelligence

1. What is the difference between “fluid” and “crystallized” intelligence? Which might deteriorate with age? Be able to recognize examples of each.
2. What is Sternberg’s triarchic model of intelligence?
3. What do we mean by “Emotional Intelligence?” What is it comprised of?
4. What did Gardner mean by “multiple intelligences?” Be able to recognize examples of the following intelligences: Musical, linguistic, body-kinesthetic, spatial, naturalistic, interpersonal, intrapersonal, logical-mathematical, and existential.
5. What did Walter Mischel find is the connection between one’s ability to delay gratification as a young child and subsequent success?

Exam #3 Study Guide

Human Development

1. What is the main interest of “developmental psychologists?”
2. What was Vygotsky’s approach to development and learning? What did he mean by scaffolding, intersubjectivity, and the zone of proximal development?
3. Know Erikson’s eight stage model of psychosocial development. Be able to recognize examples of these stages.
4. What did Piaget mean by “constructivist based learning”?
5. What are the achievements in each of Piaget’s four developmental stages?
6. What are the limitations that Piaget identified within preoperational children?
7. What are a few critiques of Piaget’s theory?
8. What are the three types of temperament that we discussed in class?
9. What is attachment?
10. What was Mary Ainsworth’s “Strange Situation” study?

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11. What are the four categories of attachment that Ainsworth developed?
12. What are the two major dimensions of parenting?
13. What are the four parenting styles developed by Baumrind? How is each style a combination of the two major parenting dimensions that you listed above?
14. Which parenting style does Baumrind believe is ideal? Why?

Social Psychology

1. What is the main interest of Social Psychologists?
2. What is a social role? How did Zimbardo reveal the danger of social roles in his research?
3. What is conformity? What did Asch find within his research?
4. What were the main findings of Milgram's study on obedience? What ethical issues did this study provoke?
5. What surprised psychologists about Milgram's findings? What did they originally predict incorrectly?
6. What factors increased and decreased obedience in Milgram's study?
7. Know the definition of the following terms: Stereotypes, prejudice, and discrimination.
8. What is stereotype threat?
9. How is the implicit association test used to reveal unconscious prejudice?
10. What factors make a person more likely to comply with a request?
11. What did Langer's research reveal about compliance?

Personality Psychology

1. What are the three elements of personality structure, according to Freud? What is the job/function of each? What are the "two principles" on which the id and ego operate?
2. Know the main struggles within each stage of Freud's model of psychosexual development.
3. What is the Oedipus/Electra complex? How did Freud believe that children manage to resolve it?
4. Know the following defense mechanisms: Regression, rationalizing, displacement, repression, projection, sublimation, denial, reaction formation.
5. What does it mean to become "fixated" in a psychosexual stage of development?
6. What is the main difference between a belief in "traits" and Freud's model of personality?
7. What were the three traits described by the Eysencks?
8. What is the "Big 5?" Know each trait within this model.

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9. What are the four “selves” contained within the Johari Window?
10. What is the difference between one’s self-concept and self-esteem?
11. What was Maslow’s main assumption when he created the “hierarchy of needs?”
12. What was Carl Rogers’ humanistic view of personality?

Final Exam Study Guide

Part I- Psychological Disorders (20 questions)

1. What are the main symptoms of the following anxiety disorders: Phobic Disorder, Panic Disorder, agoraphobia, post-traumatic stress disorder, and generalized anxiety disorder.
2. What are the main symptoms of OCD? What is the difference between an obsession and compulsion?
3. What are the main symptoms of PTSD?
4. What are the main symptoms of the following bipolar and depressive disorders: Major depression, major depressive disorder with seasonal pattern, persistent depressive disorder, and bipolar disorder.
5. What are the main symptoms of schizophrenia? What do psychologists mean by “hallucinations” and “delusions?”
6. What is disorganized speech?
7. What are flat affect and catatonia?
8. Know the types of delusions we discussed in class.
9. What is the difference between positive and negative symptoms of schizophrenia?
10. What is the role of the neurotransmitter dopamine in schizophrenia?
11. What do twin studies reveal about the role of genetics in schizophrenia.
12. What is the diathesis-stress model?
13. What is a personality disorder? What makes it different from the other disorders that we discussed?
14. Know the core symptoms of the personality disorders that we discussed in class.

Part II- Cumulative (55 questions)

Please review your previous exams. All questions on the cumulative section of the final will be taken directly from these tests.