

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
Social and Behavioral Sciences and Community Services

PSY 2012 General Psychology
Spring 2023
Course CRN 20406; Course Seq B04

Instructor's Name: Kevin M. Kindelan, Ph.D (*Florida Licensed Psychologist (PY 2345) since 1982*)

Office Location: Bradenton Campus, Bldg. 9, Room 119

Office Hours: Available prior to and after each class.

Telephone: (941)752-5314

Email Address: KindelK@SCF.edu

Last Day for Add/Drop: 01/14/2023

Last Day to Withdraw Without Academic Penalty: 03/31/2023

Time and Place: The class meets on Monday evening from 7:00 pm to 9:50 pm in Building 9, Room 219 on the Bradenton Campus.

Course Description: This course meets Area III requirements for both the A.A./ A.S. general education requirements. This course is an introduction to the scientific study of human behavior with emphasis on the processes of thinking and learning as the basis for individual adjustment to the physical and social environment. It is a basic foundation course in psychology for transfer students.

Student Learning Outcomes: The student, at the successful completion of this course, should be able to:

1. Define the term psychology and the basic vocabulary of the discipline.
2. Describe the major areas in the field and identify the parameters of the discipline.
3. Distinguish between the differing perspectives on human thought and behavior.
4. Describe the variety of ways psychological data is gathered and evaluated.
5. Analyze human behavior and one's own personality and personal relationships.
6. Explain how psychological theories are used to assess, predict, or change human behavior.
7. Explain the nature and functions of emotions and motivations in one's everyday life.
8. Explain the various theories of human intelligence.
9. Describe the major approaches to memory, learning, and their implications for one's development.

Welcome!

Welcome to State College of Florida (SCF)! My expectation is you will discover SCF to be a great launching pad for your personal and professional future. My hope is you take full advantage of the many resources available to you at SCF. These resources include faculty, administrative staff, library staff, your classmates and the wealth of people and materials available at the Academic Re-source Center (ARC), the Career Resource Center, the Disability Resource Center, and the Veterans' Services.

Introduce yourself to professors, staff, and classmates. Let others get to know you. Take the initiative.

Welcome to General Psychology and to our in-person classroom. A fact about General Psychology is all the famous psychologists you are about to meet started their careers sitting just where you are sitting. Everyone has a starting point. I too sat where you are sitting.

You are about to enter into the fascinating world of the empirical study of human behavior, human cognition and human emotion. This course possesses the most applications for your life, for your career, and for your understanding of others.

General Psychology is about you!

I expect you to be active learners. If you become bored, then ask a question or make a statement. I expect you to stay attentive and involved.

I expect you always to be respectful of each other.

I will be on-time, prepared, enthusiastic and always respectful of you.

This course is meant "to stretch you but not break you". If you are overwhelmed with the quantity of work or the demands of this course, talk to me sooner rather than later so we can satisfy your needs and the course requirements.

Our Learning Environment

An important responsibility for me is to provide you with a positive, safe and secure environment in which you can learn and grow. Without the belief and felt-sense of safety and security, genuine learning does not happen. The responsibility to produce and maintain a safe and secure learning environment, while primarily my responsibility, is also your responsibility. So, we all need to be respectful, courteous, polite, and gracious to one another.

If for any reason, you do not feel safe and secure, let me know.

As a way to be respectful of others and to increase learning, cell phones and anything making noises are to be silenced. My policy is a ringing cell phone results in the owner bringing snacks for the next class.

Class Time

I will do my best to be on-time and to end on-time.

I will be prepared about the topic presented. You are expected to be prepared by completing the assigned readings.

My plan is to stop a class presentation at 9:30 pm so as to allow you 20 minutes to complete the GPA for that evening. Once started, you will have as much time as you need.

Your Involvement

Your questions and observations are welcome as they will enrich the class for everyone. Try to connect what you are learning in this class with other classes. Try to make applications of your learning with your current classes, life-circumstances and with your future career.

Making “applications” is a sure way to understand and to remember concepts.

Do not allow yourself to be a spectator in the class. Be a participant! Take risks. Ask a question. Raise a concern or objection. You will find with involvement; learning is easier and more enjoyable.

Dr. Kindelan’s Student Learning Expectations: (Adapted from the American Psychological Association’s *“Guidelines for the Undergraduate Psychology Major, 2.0”*)

1. You will use basic psychological terminology, concepts, and theories to explain behavior, mental processes, and emotional processes.
2. You will develop a working knowledge of psychology’s content domains such as learning, memory, biopsychosocial development, neuropsychology, deviant behavior, theories of change, counseling, and the history of psychology.
3. You will apply psychological principles to everyday life.
4. You will understand psychological scientific inquiry and components of psychological research.
5. You will develop critical thinking skills.

6. You will recognize psychological, social, cultural factors in understanding people and yourself.
7. You will understand ethical issues and the principles of the American Psychological Association's Code of Ethics.
8. You will learn the benefits of adopting a "growth mindset" rather than a "fixed mindset" when faced with challenges.
9. You will come to value and recognize the benefits of "failure".
10. You will learn the value of effective, concise, and accurate written expression.

Course Curriculum

Text and Materials:

PSY 2012 General Psychology is participating in SCF's EZ Access Program. **This means all students enrolled in the course have access to their required materials in Canvas.** SCF has negotiated the cheapest price possible for the required course materials and this charge can be seen on your SCF Account after Add/Drop. Students may 'Opt-Out' of the program through the link emailed but will lose the discount by doing so. *If you opted out in error, you may opt back in before the add/drop date.* If you are a dual enrolled student do NOT 'opt-out' as this could result in student out of pocket expense.

Questions pertaining to EZ Access can be directed to: ezaccessstore@follett.com

McGraw-Hill Education provides a learning platform, CONNECT, which expands on psychological topics and provides you with assessments to help you refine your knowledge. Also, on CONNECT, there are learning resources for the understanding of psychology like SMARTBOOK, Anatomy & Physiology REVEALED for Psychology, Touring the Brain and Touring the Senses. Your questions about the various learning platforms can be addressed by checking the McGraw-Hill Education CONNECT webpage at connect.mheducation.com or calling 800-331-5094.

To link to the CONNECT platform, go to the Home Page for this course. Then look for the McGraw-Hill link on the left side of the page and click on the link. You will need to register and follow the directions.

Required Books - There are four required books for this course which are:

(1) *The Science of Psychology: An Appreciative View* (2020) by Laura A. King, Ph.D.

(2) *Mindset: The New Psychology of Success* (2006) by Carol S. Dweck, Ph.D. Dr. Dweck is a leading researcher in the fields of personality, motivation, and personal development. She is a distinguished professor at Stanford University, Stanford, CA. Dr. Dweck has received many

awards including the American Psychological Association's 2011 Award for Distinguished Scientific Contributions.

"Mindset" is available on Amazon for \$10.15.

(3) Robert A. Emmons, PhD, *Thanks: How Practicing Gratitude Can Make You Happier*, 2007. Dr. Emmons is a foremost researcher in the area of gratitude. He is a professor at the University of California at Davis.

"Thanks" is available on Amazon for \$11.99.

(4) *How to Survive the Loss of a Love* (2000) by Harold H. Bloomfield, Melba Colgrove & Peter McWilliams.

"How to Survive the Loss of a Love" is available from Amazon for \$7.99 or from other booksellers from \$2 to \$3.

Topics Covered: In the course of PSY 2012, the student will encounter the following topics:

Unit 1:

- Historical and Contemporary Approaches to Psychology
- Psychology's Scientific Method
- Biological Foundations of Behavior
- Sensation and Perception
- States of Consciousness

Unit 2:

- Learning
- Memory
- Thinking, Intelligence, and Language
- Human Development
- Motivation and Emotion

Unit 3:

- Gender, Sex, and Sexuality
- Personality
- Social Psychology
- Psychological Disorders
- Therapies
- Contemporary Issues in Psychology

Assessment of Student Performance (Assignment Overview)

The **Growth Progress Assessments (GPA)** provide a view of your:

- understanding** (recalling material),
- comprehension** (demonstrating understanding of ideas),
- application** (solving problems by using knowledge in a different way),
- analysis** (making inferences and finding support for generalizations) and
- synthesis** (compiling information in different ways) of lecture and/or textbook material.

The GPAs will be multiple-choice, matching, essay and/or fill-in-the-blank questions. The GPAs are cumulative in nature. That is, a question could be about a concept presented during any class. You may use your notes during a GPA.

Beginning with GPA # 2, each GPA will have at minimum two (2) questions from/concerning the assigned readings charted on page 9 of the Syllabus.

The purpose of the GPAs are not to trick you or to ask about minutiae. For example, I might ask you about the stages of cognitive development proposed by Jean Piaget. I will **not** ask you to remember the names of his three children.

Each GPA is worth 10 points. There will be 12 GPAs. The total points earned by GPAs are 120.

Self-Tracking Project (STP): The STP will give you the experience of utilizing a powerful self-change strategy. The research on the parameters of self-monitoring will be presented to you before you start.

You are expected to begin your self-tracking of your pulse rate on January 23 and to continue daily tracking until January 29. Then, on January 30, you are to keep track of your nightly temperature until February 5. Your graphs needs to be submitted to Dr. Kindelan at the beginning of class on February 6.

Your STP is worth 50 points.

Course Engagement: You will be evaluated on the degree of your course engagement in the class lectures. Asking questions, attentiveness and making observations in the classroom will be noted.

Course Engagement is worth 10 points.

Self-Assessment Summary

1. GPAs: 12 x 10 points = 120
 2. STP = 50
 3. CE = 10
- Grand Total = 180 points**

Grade Assignments

- 180 – 162 = A
- 161 – 143 = B
- 142 – 124 = C
- 123 – 105 = D
- 104 and less = F

Other Policies

Attendance Policy: “Attendance and no-show reporting” is tracked by your Growth Progress Assessments (GPA). I am required to report any excessive absences to the Dean of Students. Attendance is especially important in this course as any absence is equivalent to your missing three (3) class periods.

If you miss a class, no “make-ups” for a GPA are provided unless there is a significant reason for your no-show. Consequences are often unsavory yet can be learning experiences. Please talk with Dr. Kindelan about your circumstances.

Course Plan

Please note: The professor reserves the right to reissue the course schedule with deletions, additions, or revisions during the term (based upon class progress or other mediating factors). Students are responsible for keeping up with revisions issued or discussed during class sessions.

This course is meant “to stretch you but not break you”. If you are overwhelmed with the quantity of work or the demands of this course, talk to me sooner rather than later so we can satisfy your needs and the course requirements.

Date	Agenda	Readings
January 9	Welcome & Introductions. Review of Syllabus. What is Psychology? Three Learning Strategies: Self-testing, Interleaving, Spacing. Goal-setting: Benefits of “small” and “doable”. “McCarrey Method” for completion of “big” projects. Carol S. Dweck, Ph.D. Social Anxiety and Shyness. GPA # 1	
January 23	Read Chapters 1 & 2 Library Research: Making the SCF Library work for you. History of Psychology: Key Figures.	Text Ch. 1 & 2

	<p>Self-tracking: Introduction and choosing a behavior. Operational definitions. Begin Self-Tracking Project (STP) tonight with your pulse rate. GPA # 2</p>	
January 30	<p>Research Methods: Part 2 – You are expected to view a 35-minute video on experimental research methods including sampling, correlational and experimental strategies. The video can be reached at: https://www.youtube.com/watch?v=8cU92nb6pk</p> <p>Additionally, you are to watch a video presenting the concept of test validity in terms of sensitivity and specificity. The video can be reached at: https://www.youtube.com/watch?v=8J_i2C4elnk</p> <p>If you need more explanation on sensitivity and specificity, you could also view this video: https://www.youtube.com/watch?v=Z5TtopYX1Gc</p> <p>Take good notes as you will be questioned on the material.</p>	
February 6	<p>Research Methods: Sampling, Correlation and Experimental. Sensitivity and Specificity; Types of Errors: Type 1, Type 2. Self-tracking project to be turned in at start of class. GPA #3</p>	Text Ch. 3
February 13	<p>Brain-Behavior Relationships: The Nervous System. Brain & Spinal Cord: Central Nervous System Cranial Nerves Peripheral Nervous System Enteric Nervous System Autonomic Nervous System GPA # 4</p>	
February 20	<p>Brain-Behavior Relationships Endocrine System Injuries to the Central Nervous System: Trauma, Tumors and Strokes. Sleep and Dreams</p>	Text Ch.4,pgs.145-157

	GPA # 5	
February 27	<p>Learning Theory: Part 1 Observational/Vicarious Learning: Bandura Classical Conditioning Learning: Pavlov Operant Conditioning Learning: Thorndike and Skinner</p> GPA # 6	Text Ch. 6
March 13	<p>Learning Theory: Part 2 Memory Stages. Memory Types: Working Memory, Short-term Memory and Long-term Memory. Explicit and Implicit Memory. Boosting Memory Memory Disorders: Types of Amnesia, Dementia, Korsakoff Syndrome Memory Notables: Patient HM; Patient S; Joshua Foer; Kevin Horsley Language: Biological Foundations; Milestones; Pathology Cognition: Problem-Solving, Decision-Making; Creativity.</p> GPA # 7	Text Ch. 7, 8
March 20	<p>Motivation: Case Study of Captain “Sully” Sullenberger and Flight 1549. Abraham Maslow and Marshall Rosenberg. Drive-Reduction Theory; Optimal Arousal Theory. Extrinsic and Intrinsic Motivation. Emotion: Case Study of Paul Ekman and 7 Basic Emotions. Classical Theories of Emotion. “Body Sense” and Eugene Gendlin’s “Focusing” Approach. Bessel van der Kolk: “The Body Keeps the Score”</p> GPA # 8	Text Ch. 10
March 27	<p>Human Development: Research Strategies. Development of Infant, Child, Adolescent, Emerging Adult, Older Adult, and Old, Old Adult. Introduction of Freud, Piaget, Erickson, Vygotsky, Arnett and Snowdon. Attachment Theory: John Bowlby and Mary Ainsworth Death and Dying: Elizabeth Kubler-Ross, Colin Murray Parkes, Anatole Broyard and Norman Cousins.</p> GPA # 9	Text Ch. 9
April 3	<p>Intelligence Testing: Binet, Wechsler, Kaufman, Sternberg, and Gardner. Standardization, Validity, Reliability, Norms</p>	Text pg. 262-272

	Ethical Considerations. GPA # 10	
April 10	Social Psychology The Nature of Prejudice Bystander Apathy Altruism Aggression Conformity and Obedience: The Stanley Milgram Experiment and Philip Zimbardo's Stanford Prison Experiment. GPA # 11	Text Ch. 13
April 17	Personality Theories Freud, Jung, Transactional Analysis, Maslow, Rogers, Life-Story/Narrative Approach. Gratitude: Theory and Research Theories of Love: R. Sternberg, J. Lee Health Psychology Positive Psychology: Martin Seligman GPA # 12	Text Ch. 12
April 24	The "Big Five" Model of Personality Measurement of Personality: Projection and Self-report Questionnaires Behavioral and Emotional Disorders Psychological Therapies Therapies Focused on Behavior Therapies Focused on Feelings Therapies Focused on Thoughts American Psychological Association (APA) Code of Ethics	Text Ch. 15, 16, 17

** All slides displayed in class lectures will be available after class on CANVAS. Go to Modules.*

Additional Readings:

Date	Mindset	Unlimited Memory	How to Survive the Loss of a Love
1-16-23			
1-23-23	pgs. 3-63		Chapters 1-9
1-30-23	pgs. 64-95		Chapters 10-19
2-6-23	pgs. 96-127		Chapters 20-29
2-13-23	pgs. 128-159		Chapters 30-39
2-20-23	pgs. 160-191		Chapters 40-49
2-27-23	pgs. 192-223		Chapters 50-59
3-6-23	pgs. 224-246		Chapters 60-69

3-13-23		Chapter 1	Chapters 70-79
3-20-23		Chapter 2	Chapters 80-89
3-27-23		Chapter 3	Chapters 90-94
4-3-23		Chapter 4	
4-10-23		Chapter 5	
4-17-23		Chapter 6-7	

Late Work: If you miss a class, no “make-ups” for a GPA are provided unless there is a significant reason for your no-show. Consequences are often unsavory yet can be learning experiences. Please talk with Dr. Kindelan about your circumstances.

Only under special circumstances will late work be accepted. Timelines are meant to help you (1) organize your work and (2) teach you the value of self-discipline. If you anticipate a circumstance in your life which will result in late work, consult before or after class with Dr. Kindelan for considerations.

Technology Requirements: In addition to the minimum requirements to access Canvas, students need to be able to utilize the Connect suite for access to their textbook, homework, study materials, tests, and lectures. You will want to check your computer’s compatibility prior to beginning work in the course.

Materials needed for this course include a **computer with internet connectivity**, a **notebook** for note taking, and a **sheet of 8.5 by 11 graph paper**.

This course utilizes the State College of Florida’s (SCF) learning platform, CANVAS. The Syllabus and material for the course are available on CANVAS. If you are not familiar with CANVAS, ask a classmate, a librarian and/or Dr. Kindelan.

Technical Support Information:

Technical Support Information	<p>For technical issues with Canvas, contact Canvas technical support by clicking the question mark icon in the lower left-hand corner of the Canvas window and choosing “Report a Problem” or “Chat with Canvas Support.” Also, Canvas support can be contacted via phone at 844-920-2764.</p> <p>For technical issues with My SCF, contact SCF technical support by calling 941-752-5359 or emailing helprequest@scf.edu.</p> <p>For technical issues with Connect, students can also receive technical assistance from McGraw-Hill’s Connect if they need help during an assignment by chatting with technical support (click on the Help tab). Additionally, students can also call for assistance at 1-800-331-5094.</p>
--------------------------------------	---

Please review the following information from McGraw-Hill Higher Education before you begin any assignments on *Connect*.

- **Run a system check:** To have a successful experience in *Connect*, you will need to ensure that your computer's system meets the requirements needed to access and run your assignments (e.g.: operating system, browsers, plug-ins). It is strongly recommended that you troubleshoot your computer at least once a week, and before every test, to be sure that you will be able to complete the required exercises. Click on the following link to learn how to troubleshoot *Connect* and what the computer requirements are: <http://connect.mheducation.com/connect/troubleshoot.do>
- **Get support:** Connect has a Customer Experience Group (CXG) Support Center where you can connect with a tech specialist via chat, phone, or email. Click on this link to access the online support center: <https://mhedu.force.com/CXG/s/ContactUs>
If you have problems with registration or technical difficulties while completing assignments, contact CXG. Every time you speak with a representative, you will receive a case/ticket number for reference. Be sure to keep this number so that you can easily check up on the status of any unresolved problems and also to share with me, if required.

Department Chair or other academic supervisor information: If a student encounters a problem in the course, they should work with the professor to resolve it. If the student needs help and the professor is unable to help or is unavailable, contact Gladys Green, Chair of Social and Behavioral Sciences and Community Services by email, greeng@scf.edu.

SCF Mandated Policies

Email:

Students are required to communicate with their instructor using their official SCF email address.

No-Show Policy:

Students who do not drop a course that they have never attended will be reported as a No-Show by the course instructor during the No-Show period. This drop may have financial aid implications for the student who is dropped.

Recording:

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a college course intended to present

information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the student code of conduct.

Recording in Go Live with SCF Online Course Teams Sessions:

If this course is a Go Live with SCF Online course, the instructor may record live class discussions and instructor presentations. Therefore, as a student in this class, your participation in live class discussions may be recorded by the instructor. These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Canvas course is unpublished 7 days after the course ends according to class availability policies.

Where recordings are made, a notice that recording has started is presented to students in the class using the Teams session.

Withdrawal Policies:

Students should consult the College Catalog for a complete listing of withdrawal policies. A withdrawal is a change in the student's course schedule where one or more courses are withdrawn before the end of the term. Withdrawn courses appear on the student's transcript as a "W" and are classified as attempts. No refunds are permitted for withdrawn courses.

Withdrawing from a course(s) - Course withdrawal is defined as withdrawal from one or more classes for a term but not complete withdrawal from the college. **Failure to completely process a drop form or drop a class online may result in the student being assigned a grade of "F".**

Financial Aid Impact:

Withdrawing from one or more courses during the semester, without complete withdrawal from the college, may have an impact on both the amount of aid received for the semester and a student's academic eligibility to continue receiving financial aid for future enrollment. Students should contact the Office of Financial Aid for further information regarding the impact of withdrawing from one or more courses.

Faculty Withdrawal:

Before the course withdrawal deadline and upon approval of the Department Chair, Assistant Dean, or other appropriate academic administrator, a faculty member may withdraw a student when the student has stopped attending or engaging in the class for an extended period of time as defined in the course syllabus, and has not formally withdrawn from the course, resulting in their inability to successfully pass the class.

If a student's absences, tardiness, or misconduct is causing disruption, the faculty member may file a code of conduct violation with the Dean of Students. The Dean of Students will work with the faculty member and the appropriate academic administrator before determining if a withdraw is appropriate.

In the event of an approved faculty withdrawal, a grade of W will be recorded. The grade is recorded on the student's permanent academic record. Fees are applied for all courses accordingly and are counted as attempted courses.

Statement of Plagiarism:

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Copyright:

The unauthorized copying, sharing, or distribution of copyrighted material is prohibited. It is a violation of the Copyright Act, Academic Ethics, and the Code of Student Conduct. Students who violate copyright are subject to discipline.

Honorlock Online Proctoring:

Please note that this course uses Proctorio Online Proctoring, but the SCF policy remains the same

In cases where written work does not match answers submitted on an exam or Honorlock flags an exam as suspicious, faculty may ask students to re-work test questions in real time. In the event a student cannot satisfactorily reproduce the work submitted during the proctored test session, students may face sanctions for an academic integrity violation. Sanctions may include the loss of the privilege of using Honorlock online proctoring which could result in remaining tests being proctored in person.

Standards of Conduct:

Students are expected to abide by all [SCF Student Handbook](#) guidelines.

COVID-19

Like all institutions of higher education, SCF has been impacted by COVID-19. In response, SCF has developed a Return to Campus plan based on the recommendations of the President's Return to Campus Taskforce and the current recommendations of the Centers for Disease Control (CDC), Department of Health (DOH), Florida Department of Education (FLDOE), Florida College System (FCS), local and state officials. The plan can be found linked from the College's Coronavirus website listed below. The website includes useful information for students regarding precautions, operations, monitoring, and instruction.

<https://www.scf.edu/Administration/PublicSafety/Coronavirus.asp>

Disability Resource Center:

State College of Florida, in accordance with the Americans with Disabilities Act, will provide classroom and academic accommodations to students with documented disabilities. Students must submit application and documentation to the Disability Resource Center (DRC). Once registered, the Memorandum of Accommodations containing all approved accommodations, important information, and links to forms and processes will be emailed to instructors.

Students and instructors are encouraged to work collaboratively throughout the semester to facilitate appropriate use of accommodations. DRC Contact Information: Email: drc@scf.edu

DRC Phone: 941-752-5295

DRC Website: [Disability Resource Center website](#)

Statement of Nondiscrimination:

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex (including pregnancy), race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

[Human Resources Equal Opportunity website](#)

Religious Observances:

Students who expect to be absent due to religious observances must provide their instructor with advance notification, in writing, of the purpose and anticipated length of any absence by the end of the second week of classes. At that time, the instructor and student will agree upon a reasonable time and method to make up any work or tests missed.