

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

PSY 2012 General Psychology
Syllabus
Course CRN 20602; Course Seq L03

Instructor's Name: Patricia Mouton, PhD

Office Location: Campus: LWR Building: 1731 Room: 143

Office Hours: Students may schedule to meet with me by sending an email either through Canvas or SCF email, with several available times for them. You may also meet me before or after class.

Telephone: 207.952.0378 (I do not respond to TEXT messages.)

Email Address: moutonp@scf.edu

Last Day for Add/Drop: 1/14/2023

Last Day to Withdraw Without Academic Penalty: 3/31/2023

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.

Course Curriculum

Text and Materials: King, L. (2019). *The Science of Psychology: An Appreciative View* (5th ed.). New York: McGraw-Hill.

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.

A required materials and costs statement will be sent from the bookstore prior to the term. This is the one for Fall 2022. Final changes will be added to your syllabus prior to the term. Required Materials: King, Science of Psychology: Appreciative View Connect, 5th Ed. EZ Access Price: \$72.00 Student Savings: \$46.50

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

Connect (which is used for course quizzes) and Smartbook (which is used for course homework) are required, graded course materials. If you use Proctorio with your classes, include the following statement: **Students must also have a webcam** or video camera for their computer in order to use Proctorio (our proctoring software for exams).

Topics Covered: In the course of PSY 2012, the student will most likely 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

Attendance Policy: It is expected that all students will be both punctual and have regular attendance. **THIS IS NOT AN ONLINE COURSE.** It is not possible to keep up with course material without attending, especially in this abbreviated format; however, it is only realistic to acknowledge that emergencies happen to everyone. Based upon these presuppositions, while I must formally take attendance, attendance does not factor directly into a student's grade (as in students will not receive X amount of points just for having decided to come to class). Nevertheless, it has been my experience that it is nearly impossible to receive a good grade in a course without consistent attendance. *Students must login to Canvas and register for Connect during the first week of class or they will be dropped from the course.* (Students should recognize that being dropped from a course may have financial aid implications.) They must then login through Canvas and take their quizzes and Connect assignments in Connect each week thereafter.

Please note that after missing **2 consecutive weeks**, students may be withdrawn by the professor or the college. Again, attendance is tracked based on your participation from the discussions, online unit tests, and the ALL Connect activities.

Grading Policy and Rubrics:

There will be online review exercises for fourteen chapters (called Smartbook), one for each required learning objective in each of the fourteen assigned chapters, **worth an additional 30% of the grade**. There will be Pop Quizzes given during class, **worth an additional 10% of the final grade**. There will be two (2) chapter assignments during the semester, **worth 20% of the final grade (See Canvas for more details)**. Finally, upon completion of approximately three chapters, you will have a unit test covering the chapters read. **The unit tests will comprise the final 40% of the grade.**

Letter grades will be based on the following distribution:

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: <60

PLEASE NOTE: Late assignments/quizzes cannot be accepted, as students have access to the answers once the quiz closes.

The professor will not be able to “extend” assignments or open the assignments again for you under any condition, as the answers become available as soon as the due date passes. **Make-up unit tests** will only be administered in the event of an emergency, as determined by the professor. In the event of an emergency, students should contact the professor as soon as possible by email, and will need to supply their excuse (i.e. documentation such as hospital bill, doctor's note, technical help support number, etc.).

Please note that make-up unit tests are not the same test that the rest of the class has taken, as the answers to that test are already available. Make-up tests are essay versions of the multiple choice Connect quizzes and are only administered in the event of a documented emergency.

If you have any sort of technological issue for any assignment, you must contact Connect's technical support line FIRST.

Please note: Emails asking for assistance on assignments or make-ups based upon technical issues that do not include a student's Connect technical support case number will automatically be denied.

Assignments and unit tests are open for an entire week. These assignments should be worked on in advance of the due date so that computer difficulties will not interfere with the timeliness of assignments (i.e. your power went out at 11:54 p.m. and you now couldn't finish a quiz that had been open for a week that was due at 11:55 p.m.). Computer issues (such as login difficulties, difficulties with opening Connect materials for a unit test, etc.) should be immediately directed to **Connect's technical support at 1-800-331-5094**. Technical support is not available 24 hours a day, so it is important not to wait until the last minute to complete assignments, especially early assignments in the course before you are sure that your computer is compatible with all of Connect's products.

Course Assignments:

Pop Quizzes: Pop quizzes will be given occasionally in class. The subject matter of these quizzes will be drawn from: 1) the reading assignment for that day, or 2) the topics covered in previous lectures.

Pop-quiz grades cannot be argued. Unlike other grades in class, pop-quiz grades cannot be argued. Once graded, a pop quiz will never be regraded for any reason.

POP QUIZZES ARE NOT ELIGIBLE FOR MAKE-UP-NO EXCEPTIONS!

Written Assignments: there will be two (2) written assignments/presentation. the first assignment is the brain infographic and the second is the then yet discussing psychological disorders. Please refer Canvas for more assignment details.

Assignment: Biopsychology
Brain Part Infographic

STEP 1: Pick a part of the brain you learned about in this module that you would like to learn more about. Do some background research and then find at least one journal article that provides more insight into that part of the brain.

STEP 2: Pick some aspect of your research and show it off! Pick out some of the details about the part of the brain, the result from an experiment, the importance of some research, or the pull out some favorite insights, graphs, or charts—whatever you choose (NOTE: You do not have to summarize all of your research). Your objective is to create an interesting visual (think: infographic) so that an outside observer could quickly learn at least *three new things* by looking at it. It must include at least 2 images (pictures, charts, and graphs all count as images) and some text. Include your references in APA format either at the bottom of the visual or on a separate page. I encourage you to review the APA checklist in Modules.

You should put effort into this assignment, but please do not feel overwhelmed by creating a visual. There are tools out there to make your information look good and presentable that require no skill or knowledge of graphic design. You can think of it as making a simplified “poster” about either a part of the brain or a study that teaches about that part of the brain. You may design the poster in any medium you desire, including Microsoft Word, PowerPoint, Photoshop, or one of the following programs:

- [Canva.com](https://www.canva.com): Canva is really easy to use and convenient because it has tons of free shapes and designs for you to use. This program does not specialize in infographics, however, so you probably just want to choose the option to create a “poster” or “presentation.”
- [Infogram.com](https://www.infogram.com): Infogram is a fabulous tool if you want to include a chart or graph in your infographic.
- [Easel.ly](https://www.easel.ly): Easel.ly has some great pre-designed Infographic options to work with.

STEP 3: Share your creation with the world or rather the class so that others can benefit from your work! Upload your creation to the DISCUSSION assignment. You may respond to your fellow classmates. I encourage you to provide positive feedback Or constructive feedback.

Sample Grading Rubric

Criteria

Proficient

Developing

Not Evident

Creates a visual infographic poster on a part of the brain	Visual is attractive and interesting.	Visual is somewhat attractive and interesting.	Visual is not attractive or interesting.
Includes at least two images and text about the part of the brain	Visual includes at least two visuals as well as some text	Visual partially includes visuals and text	Visual does not include at least two as well as some text
Presents at least three pieces of information	Includes at least three pieces accurate and informative facts about the part of the brain	Partially includes accurate and informative facts about the part of the brain	Does not include at least three pieces accurate and informative facts about the part of the brain
Includes correct APA citations	Provides APA citations either on the image or a separate reference page	Provides partial or incorrect APA citations either on the image or a separate reference page	Does not provide APA citations

An Assignment with Vignettes

Write a vignette, a short story, about a person who has been diagnosed with one of the disorders from the chapter. Include the onset of the disorder, how it is affecting the person's life, and how the person is coping with the disorder.

You will share the vignettes with class members and see if they can identify some of the relevant characteristics of the disorder. Disorders may include: agoraphobia, generalized anxiety disorder, obsessive-compulsive disorder, major depressive disorder, bipolar disorder, schizophrenia, antisocial personality disorder, borderline personality disorder, post-traumatic stress disorder, dissociative identity disorder, factitious disorder, anorexia nervosa, bulimia nervosa, autism spectrum disorder, attention-deficit/hyperactivity disorder.

Sources

American Psychological Association

<http://www.apa.org>

National Institute of Mental Health

<http://www.nimh.nih.gov>

National Alliance on Mental Illness

<http://www.nami.org>

	Distinguished	Proficient	Developing	Minimalist
Description of disorder	4 pts Distinguished	3 pts Proficient	2 pts Apprentice	1 pts Minimalist
	Describes which category selected mental illness belongs to, evaluates and describes a minimum of 5 symptoms of the illness, what disruptions the illness causes in a person's life	Describes which category selected mental illness belongs to, lists and describes a minimum of 3 symptoms of the illness and/or what disruptions the illness causes in a person's life	Does not include which category mental illness falls in, lists 2 or fewer symptoms of the disease and does not describe how the illness may affect the individual.	Weak description of disorder, fails to give symptoms
Causes of disorder	Distinguished	Proficient	Apprentice	Minimalist
	Describes 3 potential causes of the mental illness. For example, how a theorist or therapist might explain the illness.	Describes 2 potential causes of the mental illness. For example, how a theorist or therapist might explain the illness.	Describes 1 potential cause of the mental illness. For example, how a theorist or therapist might explain the illness.	Weak presentation of the causes of the disorder
Treatment options	Distinguished	Proficient	Apprentice	Minimalist
	Describes at least 3 potential treatments for the mental illness. May include medications and how they work, therapy, surgery, hypnosis, etc. Do not just give a list of medications.	Describes at least 2 potential treatments for the mental illness. May include medications and how they work, therapy, surgery, hypnosis, etc. Do not just give a list of medications.	Describes at least 1 potential treatment for the mental illness. May include medications and how they work, therapy, surgery, hypnosis, etc. Do not just give a list of medications.	Weak description of the treatment options. Fails to include treatments, medications, how they work and poor list.
Case Vignette	Distinguished	Proficient	Apprentice	Minimalist
	Vignette includes history, symptoms.	Vignette includes history, symptom.	Vignettes includes some history and	Vignettes include history or

Advanced creativity in presenting is used.	Creativity is used in presenting.	some symptoms. Basic description is used in presentation.	symptoms. Little creativity is used.
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Smartbook Assignments: Online review exercises for fourteen chapters.

Unit Tests: Upon completion of approximately three chapters, you will have a unit test covering the chapters read and discussed.

Course Schedule

Please note: I reserve 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.

Class Time: Class will include a combination of lectures/discussions based on material from the text and other related sources. Students are responsible for all assigned reading whether covered in class or not. It is advised that you keep up with the reading assignments on a weekly basis rather than waiting until exam time just in case the instructor gives a quiz.

<u>Week:</u>	<u>Scheduled Topic / Assignments</u>	<u>Assigned</u>	<u>Readings:</u>
Week One:	Read the Syllabus in Canvas & Become familiar with Canvas and Connect Due: Register for Connect (2-week Registration period) Due: SmartBook for Chapter 1		Read: Chapter 1

By not registering for Connect within the two-weeks of the course will result in removal from the course.

Week Two:	Due: SmartBook/LearnSmart for Chapter 2 Due: Brain Infographic Due: Register for Connect (FINAL WEEK)	Read: Chapter 2
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By not registering for Connect within the two-weeks of the course will result in removal from the course.

Week Three:	Due: SmartBook/LearnSmart for Chapter 3	Read: Chapter 3
Week Four:	Due: SmartBook/LearnSmart for Chapter 4 Due: Unit Test Chapters 1-4 (DUE:)	Read: Chapter 4
Week Five:	Due: SmartBook/LearnSmart for Chapter 5	Read: Chapters 5
Week Six:	Due: SmartBook/LearnSmart for Chapter 6	Read: Chapter 6
Week Seven:	Due: SmartBook/LearnSmart for Chapter 7	Read: Chapter 7
Week Eight:	Due: SmartBook/LearnSmart for Chapter 8 Due: Unit Test Chapters 5-8 (DUE:)	Read: Chapter 8
Week Nine:	Due: SmartBook/LearnSmart for Chapters 9	Read: Chapter 9
Week Ten:	Due: SmartBook/LearnSmart for Chapters 10	Read: Chapter 10
Week Eleven:	Due: SmartBook/LearnSmart for Chapter 12 Due: Unit Test Chapters 9, 10, 12 (DUE)	Read: Chapters 12
Week Twelve:	Due: SmartBook/LearnSmart for Chapter 13	Read: Chapters 13
Week Thirteen:	Due: SmartBook/LearnSmart for Chapter 14	Read: Chapter 14
Week Fourteen:	Due: SmartBook/LearnSmart for Chapter 15 Due: Vignette Presentation	Read: Chapter 15
Week Fifteen:	Due: SmartBook/LearnSmart for Chapter 16	
Week Sixteen:	Due: Unit Test for Chapters 13, 15, 16	DUE:

Late Work:

PLEASE NOTE: Late assignments/quizzes cannot be accepted, as students have access to the answers once the quiz/exam closes.

NOTE: Class participation is very important. In fact, a consistent lack of participation may result in pop quizzes that will become part of your grade. We all learn from each other, and you get out of the class what you put into it.

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.

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>
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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 the appropriate campus department chair:

- Lakewood Ranch Campus: Jennifer True, Chair of Social and Behavioral Sciences and Community Services by email, truej@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.