

PS101S: General Psychology I: Biological Bases of Human Behavior

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DC Office Hours: By appointment

General Online Course Information

Most of the work for the course will be done asynchronously. That is, I will post assignments on Blackboard in individual weekly folders for each day/week and you will respond to them. I will logon to chat during "posted" office hours and you can contact me then. You can also send an email if you have a personal question or make a post on the "Ask a Question" forum on the Discussion Board if you have a general question.

IMPORTANT: IT IS THE STUDENT'S RESPONSIBILITY TO INSURE THEY HAVE CONSISTENT, WORKING ACCESS TO A COMPUTER AND BLACKBOARD FOR THE SUCCESSFUL COMPLETION OF THIS COURSE!! *Keep me posted and let me help!*

Each student is expected to be able access the Internet, download files, **use DC e-mail** (including the ability to send attachments), view, create, and attach Power Point presentations, and other basic computer/Internet skills. If you have any technical/access concerns please contact the Academic Technology Office at (845) 848-7701 and lisa.surless@dc.edu, or <http://onlinecoursesupport.com/dc>.

Course Description

As a 3-credit course in GEC IIIa, PS101S focuses on an aspect of the natural world from the perspective of scientific laws and theories. Students will become familiar with the logic and practice of the scientific method of investigation.

The focus in this course is on the attainment of scientific knowledge in the study of behavior through a thorough examination of theory and research. A broad overview of various areas in psychology will be presented focusing on sensation, perception, learning, physiological psychology, human development, and cognitive psychology. An integral part of this course is the active discussion and reflective writing by the student to make the course content both professionally and personally meaningful.

Required Textbook

Myers, D. G., & DeWall, C.N. (2018). *Psychology in Modules* (12th edition). NY: Macmillian.

Course Objectives

1. To appreciate and understand psychology as a rigorous science.
2. To understand the theoretical, research, and applied aspects of various areas of psychology.
3. To become acquainted with the classic research studies for each area of psychology.
4. To discover and utilize information through responsible use of appropriate technologies.

5. To analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions.
6. To express and exchange ideas effectively through various modes of communication.

Student Outcomes (Psychology Department APA Goals)

Students will be able to:

1. Describe key concepts, principles, and overarching themes in psychology
2. Develop a working knowledge of psychology's content domains
3. Use scientific reasoning to interpret psychological phenomena
4. Demonstrate psychology information literacy
5. Interpret, design, and conduct basic psychological research
6. Demonstrate effective writing for different purposes

Course Requirements

All course information is provided on *Home Page*. It is arranged in *Sessions*, with weekly folders, where you will find links for module power points, quizzes, writing reflections, discussion boards, and any other supplemental material. Please ask if you have any questions or concerns!

ALL due dates are provided on both the Syllabus and the Course Calendar.

Unfortunately due to the compressed nature of this course, no late work can be accepted without making alternate arrangements PRIOR to the due date!

1. **Quizzes: Module Quizzes:** Given the online format, it is important to have an objective measure of your command of the fundamental principles of each content module. Therefore, there will be a brief reading quizzes (multiple choice) of module material. The quizzes are available on Blackboard in each weekly folder. They are untimed, and can be taken at any point prior to the due date once it is announced they are available. **PsychSim Quizzes:** You will view brief interactive presentations and take a five-questions quiz about the material presented.

2. **Writing Reflections:** Reflection/journaling is a useful way to make personal meaning out of class readings and discussions by relating these to your own experiences. Reflect on the material you have read, viewed, or that has been discussed as part of the modules for that week. Post your reflections on the Writing Reflections link in each weekly folder on Blackboard. *Your reflections are due on Fridays (with the exception of the last one due on 10/25).* Please be sure to comment ON TIME, and incorporate both text concepts as well as personal experiences in your work. Also, be sure to follow the Grading Rubric for this assignment for full credit. Your reflections will be kept strictly confidential.

You will complete **8** 1-2 page, 3-part reflection essays in which you will provide

- (a) a short description of a personal experience or observation that illustrates a psychological concept from each chapter discussed in class,
- (b) a brief explanation of the psychological concept, theory, or research dealing with the experience described in (a);
- (c) an evaluation of whether or not the theory or research "fits" with your own personal experience, including why or why not it's a good "fit"

3. Discussion Boards: participation in each discussion board is required; each board will correspond to a psychological concept/question covered in weekly modules. Students are expected to participate *at least* three times to each forum over the course of the availability period (posted on each forum)— once with an initial comment and next with constructive comments to your classmates (simply “Good comment” or “I agree” is NOT a full credit response; your goal is to move the conversation forward by asking a question or giving additional information). Again, please incorporate both text concepts and personal experience and follow the Grading Rubric for full credit.

4. Independent Component: Film Analysis - *As approved by the New York State Department of Education, DC Online three-credit courses are 5.5 hours short of the required 37.5 hours of virtual seat time. To compensate for this reduced seat time, 15% of the final grade for each course consists of a substantial “Independent Component” (i.e., X-HRS) made up of additional embedded activities and an assignment that go beyond the course’s standard reading, writing, and other homework assignments.* Films can help students learn new and complex topics, provide an alternative to traditional text readings, and demonstrate a different point of view. For this assignment you will watch a film from the list provided and write an in depth critique addressing several themes in psychology. **Both your text and TWO additional outside sources must be used as support.** A list of films and the critique questions are available in the Assignments folder on Blackboard.

5. Research Component: Annotated Bibliography and Summary: Students will develop a research question (with approval!) that interests them in the field of General Psychology. Each student will read and analyze **three** (3) journal articles using the article analysis template available on Blackboard and use this research to answer your research question. This research is solely academic in nature (*journal articles ONLY – no websites or popular periodicals*). Each student will write a one-page analysis of each article, as well as a one-page conclusion/summary of his or her research findings (APA style!), according to the template and Grading Rubric on Blackboard. Additional details are available in *Assignments*.

Academic Integrity

Responsibility for the maintenance of academic integrity is expected of both students and faculty in this course. The standard of integrity at Dominican College precludes any form of knowing and willful misrepresentation of one’s work or performance in fulfilling course requirements. The statement on Academic Integrity is published in the Student and Faculty Handbooks.

It is against the academic rules of the college to cheat or plagiarize. Any requirement for this class that is found in violation of this rule will be given a 0 (there will be no extra credit nor will you be given the chance to redo the assignment). Both plagiarism and cheating will go on your permanent record in the Office of the Academic Dean.

Students with Special Needs

Any student with a documented disability **MUST LET ME KNOW AS SOON AS POSSIBLE** so accommodations can be arranged. As part of this process, please be in touch with The Office of Special Services in Rosary Hall at 845.848.4035.

Accommodations will be made for students as needed, however, it is the student's responsibility to remind the professor before every assignment requiring accommodations that such actions are necessary.

GRADING POLICY:

Points Earned	Equivalent Grade
96 – 100	A
92 – 95	A -
88 – 91	B +
84 – 87	B
80 – 83	B -
76 – 79	C +
72 – 75	C
68 – 71	C -
64 – 67	D +
60 – 63	D
Below 60	F

COURSE GRADES

In summary, grades will be based on the following criterion:

Quizzes	25%
Writing Reflections	20%
Discussion Boards	20%
Independent Component	15%
<u>Annotated Bibliography</u>	<u>20%</u>
Total	100%

Course Calendar

Session I: Introduction to Psychology as a Science

Week 1 (9/4-9/7): Modules 1-4: Introduction and Research Methods

Quizzes modules 1-4 and Writing Reflection due 9/8; PsychSim Quizzes due 9/9
 Introductions/Ice Breaker Discussion Board Posts due (initial post 9/5, follow-ups to classmates due 9/7)

Session II: How Does the Brain Influence Behavior?

Week 2 (9/10-9/14): Modules 5-7: The Biology of the Mind

Quizzes modules 5-7, Writing Reflection due 9/14; PsychSim Quizzes due 9/16
 Discussion Board Posts (initial posts due 9/11, follow-ups to classmates due 9/14)

Week 3 (9/17-9/21): Modules 8-10: Consciousness and the Two-track Mind

Quizzes modules 8-10, Writing Reflection due 9/21; PsychSim Quizzes due 9/23
 Discussion Board Posts (initial posts due 9/18, follow-ups to classmates due 9/21)

Session III: What Affects our Change Over Time?

Week 4 (9/24-9/28): Modules 14-17: Development through the Lifespan

Quizzes modules 14-17, Writing Reflection due 9/28; PsychSim Quizzes due 9/30
 Discussion Board Posts (initial posts due 9/25, follow-ups to classmates due 9/28)

Annotated Bibliography research question and sources due via email by 9/28

Session IV: What Affects our We Understand Our World?

Week 5 (10/1-10/5): Modules 18-20: Sensation and Perception

Quizzes modules 18-20, Writing Reflection due 10/5; PsychSim Quizzes due 10/7
 Discussion Board Posts (initial posts due 10/2, follow-ups to classmates due 10/5)

Session V: How Do We Learn, Remember, and Share our Understanding?

Week 6 (10/8-10/12): Modules 21-23: Learning

Quizzes modules 21-23, Writing Reflection due 10/12; PsychSim Quizzes due 10/14
Discussion Board Posts (initial posts due 10/9, follow-ups to classmates due 10/12)

Week 7 (10/15-10/19): Modules 24-26: Memory

Quizzes modules 24-26, Writing Reflection due 10/19; PsychSim Quizzes due 10/21
Discussion Board Posts (initial posts due 10/16, follow-ups to classmates due 10/19)
Independent Component – Film Analysis due 10/19

Week 8 (10/22-10/25): Modules 27-28: Thinking and Language

Quizzes modules 22-28 and Writing Reflection due 10/25

NO PSYCHSIM QUIZZES THIS WEEK

Discussion Board Posts (initial posts due 10/23, follow-ups to classmates due 10/25)
Annotated Bibliography due 10/25, by 11:59pm.