General Psychology
Fall 2016

Dr. Mary E. McKemy
(pronounced Mc-KAY-me, but feel free to call me Mary)
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Office Hours: Mondays 1:00 – 3:30
Feel free to just stop by or make an appointment.

Scheduled Dates: Class begins Monday, August 22 and ends Monday, December 5
Class meets in Owens G01

Psyc 101-005 General Psychology (3 credit hours)
Introductory survey of the entire field of psychology. No pre-requisite

This course participates in the Global Learning Initiative through understanding cultural influences on perceptions of normal and abnormal behavior.

Important Rule #1: Unless I specifically say that I am changing this syllabus, follow what is written.
Important Rule #2: You are responsible for everything said in class - including any and all instances where I change this syllabus - regardless of attendance or absence!
Important Rule #3: Early assignments are always welcomed. Late assignments, however, are not. Ten percent (10%) of the assignment's points will be deducted on all late assignments for each day late (weekends are included).
Important Rule #4: You are free to agree and disagree with me, but make sure that all contact with me is done in a respectful manner.
Important Rule #5: Grammar counts in everything done outside of class.

The purpose of this course:
• to explore the nature of psychology and its relevance in your everyday life
• to introduce you to the major theoretical approaches used in studying psychology
• to survey current theory and research in psychology

STUDENT OBJECTIVES
Upon completion of this course, students should be able to:
• Explain why psychology is a science
• List and describe the major areas of psychology
• Use the concepts of psychology to give a basic explanation of psychological experiences
• List and describe the running themes in psychology
• Understand the importance of ethics in psychology and psychological research
• List and describe a variety of research methods used by psychologists
• Begin to evaluate the appropriateness of research conclusions
• Evaluate new ideas with an open but critical mind
• Identify appropriate applications of psychology, especially as related to health
• Apply psychological concepts to everyday life
• Reflect on their experiences and find meaning in them

GENERAL EDUCATION GOALS
PSYC 101 counts toward the social science component of the Winthrop Touchstones (General Education) program. At a minimum, the course will meet the following General Education Goals:

Goal 2: To acquire and appreciate quantitative skills.
  • Understand that quantitative analysis is important to almost every endeavor of humankind.
  • Understand the concept and application of quantitative relationships.

Goal 3: To use critical thinking, problem-solving skills and a variety of research methods.
  • Identify sound and unsound reasoning.
  • Use the library and other information sources competently.

Goal 7: To examine values, attitudes, beliefs and habits which define the nature and quality of life.
  • Examine problems, issues and choices that confront citizens of the world.

ATTENDANCE
• You will receive 10 points each day you participate constructively in class. Class participation points cannot be made up. If you will be out of class for any reason (including all instances of excused absences), plan your grade around not having those points.
• You have a maximum of 1 unexcused absences in this class. Each subsequent unexcused absence will result in the loss of one letter grade. Take your absences sparingly.
• Discuss cases of emergencies (e.g., hospitalization, death of a family member, etc.) with me, and we’ll see if alternate arrangements can be made. Discretion is mine.
• It is your responsibility to make sure I know you are at each class.
• Remember that you are responsible for what is said in class regardless of attendance.

ARRIVING LATE is disruptive to the class and to the professor. Please arrive on time. If you arrive late, you must inform me at the end of class that you came in late. Otherwise, you will not get credit for being present.

PROFESSIONALISM
You are adults and emerging professionals, and you will be treated as such. What does that mean? It means:
• you have my trust until you give me reason not to trust you
• you have ideas of your own that agree and disagree with mine and your classmates
• you are expected to be tolerant of others' ideas when they differ from yours
• you are encouraged to share your own ideas

It also means:
• you will have read and thought about the material prior to coming to class
• you will use all resources available to you (library, internet, community, etc.)
• you can learn from one another in addition to me
And it means honesty:
any form of cheating or plagiarism may result in your failing the course.
- cheating is defined as:
  - using any resources outside of those explicitly allowed
- plagiarism is defined as:
  - using someone else’s work and directly or indirectly claiming it as your own
  - using someone else's ideas without giving them credit

**STUDENT CODE OF CONDUCT**
As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

**STUDENTS WITH DISABILITIES**
I have a heart for students with disabilities, probably because I have a visual impairment and remember having to work extra hard in college. The goal of services to students with disabilities is not to give an undue advantage or somehow make it easier or lower standards. Rather, the goal is to give all students an even playing field so that everyone has the opportunity to do well, if they work hard at it. If you have issues with a disability, make sure to contact the Disability Services at 323-3290. Once you have your letter from there, contact me, and we’ll set up a meeting where we can discuss your accommodations and how you can best succeed in this class.

**GRADING** in this course is based upon participation, tests, and paper. The breakdown of grades is as follows:

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<tbody>
<tr>
<td>Group Projects</td>
<td>3 @ 100 pts. each</td>
<td>300</td>
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<tr>
<td>Class Participation</td>
<td>11 days @ 10 pts. each</td>
<td>110</td>
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<tr>
<td>Life Experiences Paper</td>
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<td>100</td>
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<td>Reflection Paper</td>
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<td>100</td>
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The final grades will be as follows:
- A = 90-100%
- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- B = 80-86%
- D+ = 67-69%
- D = 60-66%
- F = 0-59%

**GROUP PROJECTS:**
In small groups, you will complete three projects.

**Project One**
Demonstrate your knowledge of research design in psychology by designing an original research study. Choose a topic (that hasn’t been discussed in class or the book as a research topic) and design a correlational or experimental study to examine that topic. Identify
1. Your research question, including why it’s an important question to be answered
2. Your independent and dependent variables
3. Your population and sample
4. Your method (e.g., observation, survey, experiment, etc.)
5. Your hypothesis
Project Two
Demonstrate your knowledge of learning theory, developmental psychology, and social psychology by designing a program to address the following scenario.

Design a developmentally appropriate program that will teach ______ age students about the importance of thinking about their actions (e.g., when they should and shouldn’t help a stranger in an emergency and when they should and shouldn’t “do what they’re told.”). Consider
1. The students’ age, cognitive development, and stage of psychosocial development
2. How to use learning principles to encourage learning
3. Your knowledge of the bystander effect and obedience to authority
4. When and how to “not obey”
5. Using songs, games, simulations, etc. to teach about thinking about your actions
6. Helping them stay safe, whatever the situation

Ages of students (each group will have a different age):
- PreK (age 4)
- 2nd grade (7-8)
- 5th grade (10-11)
- 8th grade (13-14)
- 11th grade (16-17)
- College students (20-ish)

Project Three
Demonstrate your knowledge of biological psychology, emotion, stress, consciousness, and psychological disorders by designing a program to address the following scenario.

According to HealthLine.com, depression is an epidemic among college students. Some of the more alarming statistics:
- 1 out of every 4 college students experiences some form of mental illness, including depression
- 44 percent of American college students report having symptoms of depression
- 75 percent of college students do not seek help for mental health problems
- Suicide is the third leading cause of death among college students (many studies show it’s the second leading cause of death)
  - 6.88 students per 100,000 students die by car accident
  - 6.18 students per 100,000 students die by suicide
  - 4.88 students per 100,000 students die by alcohol-related incidents
- Young people diagnosed with depression are five times more likely to attempt suicide than adults
- 19 percent of young people in the United States either contemplate or attempt suicide every year
- 4 out of every 5 college students who either contemplate or attempt suicide show clear warning signs

Design a campus awareness program that could help encourage students to reach out and get help. Consider:
1. Ways of preventing depression in college students
2. Issues like anxiety, loneliness, financial stress, hopelessness, etc. that correlate with depression
3. Ways of identifying depression
4. Ways of getting help
5. Ways of identifying risk of suicide
6. Using songs, skits, simulations, dialogues, etc. to capture their attention

LIFE EXPERIENCES PAPER:
- You will be writing a paper reflecting how psychology relates to your everyday life.
- In it, select a topic of your choice in each chapter that we cover (not the ones we don’t) and summarize that topic in layman’s English in 1-2 paragraphs. A good paragraph should have 5-8 sentences, and your explanations should be understandable to a typical college student who has taken no psychology courses.
- Then summarize how that topic relates to your everyday life in 1-2 paragraphs.
- Do not reveal information you do not wish to reveal. For a chapter like psychological disorders, it is quite sufficient to discuss your relationship with a relative or friend who has a condition rather than yourself.
- Strive for a paper between 10-12 pages (14 point font) double-spaced typed. Quality is more important than length.
- Email your paper to me with your name and Life Experience Paper in the subject line to memckemy@comporium.net.
- Please use the following structure in your paper (with section headings)
  
  **Introduction**

  **Chapter # – Name of Topic**
  - Explanation of Topic
  - Relevance in My Life

  **Chapter # – Name of Topic**
  - Explanation of Topic
  - Relevance in My Life

  **Chapter # – Name of Topic**
  - Explanation of Topic
  - Relevance in My Life

  **Chapter # – Name of Topic**
  - Explanation of Topic
  - Relevance in My Life

  **Chapter # – Name of Topic**
  - Explanation of Topic
  - Relevance in My Life

  **Conclusion**

- Make sure there are NO grammatical errors in your paper. Points will be deducted for each grammatical error. So, go to the writing center, visit your friendly English major, edit your paper, and proofread it carefully! You will receive five extra credit points for showing me this sentence individually within the first week of the semester if half or more of the class points it out to me. You will receive ten extra credit points if less than half the class points it out to me.

Reflection Paper
Write a 4-6 page reflection on your experiences in this course, including the readings, the notes, the videos, etc. What did you learn? What surprised you? What do you think should be done differently? Please use 14-point font and 1” margins and double space. Submit via email with your name and Reflection Paper and Psyc 101 in the subject line to memckemy@comporium.net.
COMPUTERS, CELL PHONES, ETC.
With the availability of wireless internet, laptops are more of a distraction than a help in class. Thus laptops are not permitted unless they are a disability accommodation. You may have your cell phones and other handheld electronic devices as long as they are turned off (or on vibrate) for class. No electronics are allowed during tests.
### Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Monday, August 22</td>
<td>Science of Psychology</td>
<td>Chapter 1</td>
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<tr>
<td>Monday, August 29</td>
<td>Science of Psychology</td>
<td>Chapter 1</td>
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<tr>
<td><strong>Monday, September 5</strong></td>
<td><strong>Labor Day</strong></td>
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<td>Monday, September 12</td>
<td>Group Projects</td>
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<td>Monday, September 19</td>
<td>Learning</td>
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<td>Monday, September 26</td>
<td>Developmental Psychology</td>
<td>Chapter 8</td>
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<tr>
<td>Monday, October 3</td>
<td>Social Psychology</td>
<td>Chapter 13</td>
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<td><strong>Monday, October 10</strong></td>
<td><strong>Group Projects</strong></td>
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<tr>
<td><strong>Monday, October 17</strong></td>
<td><strong>Fall Break</strong></td>
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<tr>
<td>Monday, October 24</td>
<td>Biological Psychology (via Blackboard)</td>
<td>Chapter 2</td>
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<td>Monday, October 31</td>
<td>Emotion (via Blackboard)</td>
<td>Chapter 9</td>
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<td>Monday, November 7</td>
<td>Stress and Health (via Blackboard)</td>
<td>Chapter 11</td>
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<td>Monday, November 14</td>
<td>Consciousness</td>
<td>Chapter 4</td>
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<td>Monday, November 21</td>
<td>Psychological Disorders</td>
<td>Chapter 14</td>
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<tr>
<td>Monday, November 28</td>
<td>Psychological Disorders</td>
<td>Chapter 14</td>
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<tr>
<td><strong>Monday, December 5</strong></td>
<td><strong>Group Projects</strong></td>
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**Papers are due by 5:00 p.m., Thursday, December 8**

### NOTE:
At times, it may be necessary to adapt this schedule. At such times, all changes will be announced in class. It is your responsibility to keep up with all changes (whether in class or not).