

**Syllabus:  
General Psychology  
The School of Arts & Sciences  
St. Thomas Aquinas College**

**Textbook**

Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2014). *Psychology: From inquiry to understanding (3<sup>rd</sup> Ed.)*. Boston, MA: Pearson.

**Basis of Grades**

Midterm 1:	55 pts.
Midterm 2:	65 pts.
Final Exam:	70 pts.
3 Quizzes:	60 pts. total (20 per quiz)
Homework:	~50 pts. (dependent on how many assignments we have)
<u>Paper:</u>	<u>50 pts.</u>
<b>Total:</b>	<b>~350 pts.</b>

**Exams and Quizzes:**

Exams will consist of short essay and long essay questions. The midterms will cover only material since the last exam (or the beginning of the class, in the case of Midterm 1), and the final exam will not be cumulative. Quizzes will be administered at the end of class on the relevant dates (see Course Schedule) and will include a mix of multiple choice, true/false, short answer, and short essay questions.

**Final Paper:**

The final paper for this class will be a brief (two-page) discussion of the issue of ethics in psychological research. Specifically, you will be asked to evaluate the contribution of a particular research program (i.e., the Milgram obedience studies) in light of the ethical questions this research program raised. (We will talk about the studies extensively during Weeks 12 – 13, and they are also described in your textbook.) Specific details of the assignment will be provided closer to the due date.

**Course Objectives and Learning Outcomes:**

- Students will be able to identify and describe the various *research methods* used to gain knowledge about human thought and behavior within the science of psychology;
- Students will be able to *critically analyze* claims about human behavior, thought, and perception;
- Students will be able to describe, explain, and predict human behavior at multiple levels, including (but not limited to) the *neural level, developmental level, cognitive level, social level, evolutionary level, and genetic level*;
- Students will gain an appreciation for not only the *similarities among all people*, but also the *diversity of human behavior and experience cross-culturally*; and

- Students will *apply insights* from course material to their own lives and to contemporary social, political, and/or cultural issues.

### **Course Policies:**

Please plan to attend class regularly. Also, be sure to complete your reading assignments. The lectures cover content that is not covered in the textbook, and vice-versa, so to maximize your grade, you should be both reading and coming to class! If you miss more than three class sessions without a documented excuse (e.g., for severe illness, family emergency, or military service), I will begin to deduct approximately 2% from your final grade for each additional absence (i.e., beginning with the fourth absence).

### **College Electronic Device Policy:**

Students are not to use any electronic device at any time without the expressed consent of the professor. This policy covers cell phones, laptop computers, or any other device the use of which constitutes a distraction to the professor or to the other students in the class, as determined by the professor. Students with documented disabilities that require the use of a laptop in class may use them after informing their professor. When a professor designates a time during which laptop computers may be used, they are only to be used at the discretion of the faculty member and in accordance with the mission of the college; visiting sites which the professor deems to be inappropriate to the needs of the class is forbidden. Professors have the latitude to develop specific and reasonable policies to deal with violations of these general policies as they see fit. For more extreme cases of classroom disruption, see the College's Disruptive Student Policy.

### **Plan to actively contribute to class.**

I love teaching (and talking), but I'd like the course to be more than just a soliloquy! Come to class prepared to ask questions, provide examples of course concepts, and respond to one another's ideas and thoughts. Let's have a conversation! That said, it is important that we remain on-topic and that only one person speak at a time (except during designated class activities). If students have "side conversations," I will politely ask them to stop once before asking them to leave class until such time as they can remain on-task, focused, and non-disruptive.

### **Course Format:**

The course is primarily lecture, with planned activities and demonstrations thrown in as well. By 10pm on the night prior to each class, I will post a handout on GoogleDrive covering the content that will be presented in lecture. You should print that handout and use it as a note-taking guide. That way, you won't have to scramble to scrawl down every last word I say!

### **Academic Integrity:**

I know this is a bit of a downer, but it's necessary to include in any syllabus. So, here goes. Academic integrity, a commitment to honesty, fairness, respect, and responsibility, is the foundation of the learning process. All members of the St. Thomas Aquinas College community are held to the highest standards of academic honesty. While we recognize the participatory

nature of education, we take academic integrity very seriously, and the College policy on academic dishonesty details consequences that can include dismissal from the College. That policy can be found in both the Student Handbook and the College Catalog. As a student in this class, you must demonstrate your commitment to academic integrity by submitting work which originates in your own imagination, analytical faculties, or your own knowledge, which you have done yourself, and that represents your very best efforts. When appropriate, your work should be supplemented and supported by other sources; however, you must always insure that these sources are properly cited using the recommended documentation system.

**Students with Documented Disabilities:**

If you feel you may need accommodation based on the impact of a documented disability, please contact me via telephone or e-mail **by the end of this week** to privately discuss your specific needs.

**Course Schedule**

Week	Dates	Topic	Reading
1	9/9	Introduction	Ch. 1
2	9/14 – 9/16	Introduction, Research Methods	Chs. 1, 2
3	9/21 – 9/23	Research Methods	Ch. 2
<b>—QUIZ 1: Wednesday, Sept. 23<sup>rd</sup>—</b>			
4	9/28 – 9/30	Learning	Ch. 4
5	10/5 – 10/7	Brain, Body & Behavior	Ch. 3
<b>—NO CLASS ON OCTOBER 12<sup>TH</sup>, COLUMBUS DAY—</b>			
6	10/14	Catch-Up, Review	
<b>—MIDTERM 1: Monday, Oct. 19<sup>th</sup>—</b>			
7	10/21	Motivation & Emotion	Ch. 11
8	10/26 – 10/28	Motivation & Emotion (cont.)	Ch. 11
<b>—QUIZ 2: Wednesday, Oct. 28<sup>th</sup>—</b>			
9	11/2 – 11/4	Sensation & Perception	Ch. 4
10	11/9 – 11/11	Memory & Consciousness	Chs. 5, 7
<b>—MIDTERM 2: Monday, Nov. 16<sup>th</sup>—</b>			
11	11/18	Social Psychology	Ch. 13
12	11/23	Social Psychology (cont.)	Ch. 13
<b>—NO CLASS ON NOVEMBER 25<sup>th</sup>, THANKSGIVING BREAK—</b>			
<b>—QUIZ 3: Monday, November 30<sup>th</sup>—</b>			
13	11/30 – 12/2	Psychological Disorders	Ch. 15
14	12/7 – 12/9	Treatment	Ch. 16
15	12/14 – 12/16	Catch-Up, Review, & Final Exam	
<b>—FINAL EXAM: Wednesday, December 16<sup>th</sup> DURING REGULAR CLASS TIME—</b>			
<b>—FINAL PAPER DUE: Wednesday, December 16<sup>h</sup> IN CLASS—</b>			