PSY 101-01: GENERAL PSYCHOLOGY
Spring Semester 2015
TUES/THUR 11:30-12:45pm; K200

Professor: Adam M. Volungis, PhD, LMHC
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Office: Kennedy 218
Office Hours: Mon 12-1:30; Tues 12-3; Fri 12-1:30; By Appointment

REQUIRED TEXT

COURSE DESCRIPTION
The purpose of this course is to provide an introduction to the diversity of psychology and its importance in everyday life. Students will learn the language, methods, theoretical perspectives, and research of the discipline. Topics discussed in this course include: history of psychology, biopsychology, sensation and perception, learning, memory, human development, personality, social processes, and psychological disorders.

COURSE OBJECTIVES
The following objectives will be obtained through the combination of lectures, demonstrations, films, and class discussions.

1. Identify and differentiate theoretical perspectives of psychology
2. Demonstrate a basic knowledge of the history and scientific methods of psychology
3. Exhibit a fundamental understanding of the biological basis of behavior and sensation/perception
4. Demonstrate an understanding of classical and operant conditioning, and social cognitive learning
5. Identify theories and characteristics of processing, storing, and retrieving memory
6. Demonstrate a basic understanding of physical, cognitive, and social aspects of human development
7. Demonstrate a basic knowledge of the major theories of personality
8. Demonstrate an understanding of how social and culture context impacts individual behavior and cognition
9. Demonstrate a basic knowledge of symptoms, classification, and causes of psychological disorders

COURSE EXPECTATIONS
Blackboard and e-mail: Course announcements, assignments, and updates to the syllabus will be provided on Blackboard. This information will also be provided on my personal website: http://dradamvolungis.com/. Additional required readings and handouts will also be available on Blackboard and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Blackboard and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or...
Monday morning (e.g., an e-mail at 6pm Friday may not get a reply until 10am Monday on some weekends). Finally, please e-mail me directly at am.volungis@assumption.edu; do not e-mail me ‘through Blackboard,’ as I do not check Blackboard for e-mail.

**Course Readings:** Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

**Text Website:** There is a very helpful free website that accompanies the text at [http://bcs.worthpublishers.com/myers10einmodules](http://bcs.worthpublishers.com/myers10einmodules). This site provides activities, web links, flashcards, online quizzes, and more. You should explore these materials regularly to help you master the content.

**Lecture Notes:** Lecture notes will be posted on my website to help students focus on the content of the lecture. The notes contain blank spaces that need to be filled in according to the information provided in the lecture. Please print out a copy of the notes for each scheduled chapter beforehand and bring it to class. If you are absent for a lecture it is up to you to consult with your classmates for the missing information or look it up in the textbook. **Please note that most lectures will be done in PowerPoint, but I will not post these lectures on my website. This is done in the spirit of making sure you complete the readings prior to class and focus on your lecture notes while in class.***

**Attendance:** Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class. Specific attendance and punctuality policies are as follows (according to the Dean of Studies):

- **3 absences** (not excused by the Dean of Studies) will result in a grade reduction of at least one half of a letter grade.
- **4-5 absences** (not excused by the Dean of Studies) will result in a full letter grade reduction for the course.
- **6 or more absences** (regardless of whether they are excused by the Dean of Studies or not) will necessitate that you either withdraw from the course or accept a failing grade for the course.
- **Chronic lateness** will be addressed and, if not eliminated, will negatively impact your attendance and participation grade and subsequently result in an overall grade reduction.

**Make-Up Policy for Exams:** You are expected to take all exams during the scheduled date. Make-up exams are strongly discouraged and will be allowed only under rare circumstances, such as serious illness or death in the family. If this is the case, you need to notify me as soon as possible and provide written documentation as proof (e.g., excused absence notice from the Dean’s Office).

**Submission Policy & Late Assignments:** All assignments should be submitted no later than the due date. Late work will not be accepted and a ‘0’ will be given for the assignment.
IMPORTANT NOTES

**Academic Honesty:** Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as plagiarism (failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. For more information, please consult Assumption College’s Academic Honesty Police:


*This instructor reserves the right to utilize turnitin.com if there are concerns of academic dishonesty.*

**Students with Disabilities:** Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: http://www.assumption.edu/academics/resources/disabilityservices. **Students with disabilities are encouraged to contact me with any questions.**

**Academic Support Center:** The Academic Support Center, located on the second floor of the d’Alzon Library, offers free peer and professional tutoring in all subject areas of the curriculum and writing. The Center also offers workshops in time management, study skills, and test taking strategies. E-tutoring, tutoring accessible from your residence hall, is also available to you. You can contact them at x5232 to make an appointment. More information regarding the Academic Support Center is available at http://www.assumption.edu/academics/support.

**Smart Phones/Cell Phones/Pagers/MP3 Players and the like:** All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

**Laptops in Class:** Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage. Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.
METHODS of EVALUATION

1. **Exams:** There will be 3 exams throughout the semester covering each of the discussed chapters in the textbook as well as any additional material presented in class. The format of the exams will consist of multiple-choice questions for a total of approximately 85 points per exam (at times you may have the option of completing additional questions for extra credit). Please note that each exam covers three chapters and the examination dates are indicated below in the ‘Projected Course Outline’. Below is a list of the 3 exams and their approximate corresponding point value and chapters covered:
   - Exam 1 (Chapters 1, 2, 6): 85 points
   - Exam 2 (Chapters 7, 8, 5): 85
   - Exam 3 (Chapters 12, 13, 14): 85
   - Total = 255 points

2. **Observation and Reflection Sheets.** Students are required to complete an Observation and Reflection Sheet for each chapter (except for Chapter 1). The content of these assignments will have two parts: (a) Discuss any information specific to the chapter that you found interesting and explain why; (b) Discuss how any information from the chapter may apply to your current (or past) life. Each response should be a paragraph in length and thoughtful in content in order to receive full credit (i.e., not one or two rushed sentences). *These assignments must be typed and are due on the last date that each chapter is covered.* For example, you will submit your first Observation and Reflection Sheet for Chapter 2 due on 2/10.

3. **Pop Quizzes/Attendance:** Attendance will not be taken every class. However, there will be approximately 1 pop quiz for every chapter. Students will be given 10 minutes to respond to the questions based on the reading assignment for that day. These quizzes will be graded out of 5-15 points. The purpose for these quizzes is twofold: (1) an intermittent means to take attendance, (2) assure that you are keeping up with readings. **There are no make-ups for missing a Pop Quiz.**

POINT DISTRIBUTION SUMMARY

<table>
<thead>
<tr>
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<th>Points (approximate)</th>
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<tbody>
<tr>
<td>Exams (total of 3)</td>
<td>255</td>
</tr>
<tr>
<td>Observation and Reflection Sheets (total 8)</td>
<td>80</td>
</tr>
<tr>
<td>Pop Quizzes/Attendance (total 7-9)</td>
<td>100 (approximate)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>435</strong></td>
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GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
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<tr>
<td>B-</td>
<td>80.0-82.4</td>
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<tr>
<td>C-</td>
<td>70.0-72.4</td>
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<tr>
<td>D-</td>
<td>60.0-62.4</td>
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<tr>
<td>B+</td>
<td>87.5-89.9</td>
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<tr>
<td>C+</td>
<td>77.5-79.9</td>
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<tr>
<td>D+</td>
<td>67.5-69.9</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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### PROJECTED COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th><em>Topic/Assignment</em></th>
</tr>
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<tbody>
<tr>
<td><strong>Chapter 1 – Introduction to the History and Science of Psychology (p. 1)</strong></td>
<td></td>
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</tbody>
</table>
| 1/20/15   | Introduction & Review of Syllabus  
The Story of Psychology – Module 1 |
| 1/22      | Thinking Critically with Psychological Science – Module 2 |
| 1/27      | **SNOW DAY** |
| 1/29      | Research Strategies: How Psychologists Ask and Answer Questions – Module 3 |
| 2/3       | {Complete Chapter 1} |
| **Chapter 2 – The Biology of Mind (p. 44)** |
| *2/5*     | Introduction & Review of Syllabus  
Neural and Hormonal Systems – Module 4 |
| 2/10      | Tools of Discovery and Older Brain Structures – Module 5  
The Cerebral Cortex and Our Divided Brain – Module 6 |
| **Chapter 6 – Sensation and Perception (p. 222)** |
| 2/12      | Basic Principles of Sensation and Perception – Module 17  
Vision and Perceptual Organization and Interpretation – Module 18 |
| 2/17      | The Nonvisual Senses – Module 19 |
| 2/19      | ***EXAM 1 (Chapters 1, 2, 6)*** |
| **Chapter 7 – Learning (p. 274)** |
| 2/24      | Basic Learning Concepts and Classical Conditioning – Module 20 |
| 2/26      | Operant Conditioning – Module 21 |
| 3/2-3/6   | ***SPRING BREAK*** |
| 3/10      | Effects of Biology and Cognition, and Learning by Observation – Module 22 |
| **Chapter 8 – Memory (p. 310)** |
| 3/12      | Studying and Building Memories – Module 23  
Storage: Retaining Information in the Brain – Module 24 |
| 3/17      | Retrieval – Module 25  
Forgetting, Memory Construction, and Improving Memory – Module 26 |
3/19  
(Complete Chapter 8)

**Chapter 5 – Developing Through the Life Span (p. 168)**

3/24  
Developmental Issues, Prenatal Development, and the Newborn – Module 13  
Infancy and Childhood – Module 14

3/26  
Adolescence – Module 15  
Adulthood – Module 16

3/31  
(Complete Chapter 5)

4/2  
***EASTER BREAK***

4/7  
***EXAM 2 (Chapters 7, 8, 5)***

**Chapter 12 – Personality (p. 530)**

4/9  
Psychodynamic Theories – Module 40  
Humanistic Theories – Module 41

4/14  
Trait Theories, Social-Cognitive Theories, and the Self – Module 42

**Chapter 13 – Social Psychology (p. 570)**

4/16  
Social Thinking – Module 43  
Social Influence – Module 44

4/21  
(Complete Chapter 13)

**Chapter 14 – Psychological Disorders (p. 624)**

4/23  
Introduction to Psychological Disorders – Module 47  
Dissociative, Personality, and Eating Disorders – Module 51

4/28  
Anxiety Disorders – Module 48  
Mood Disorders – Module 49

4/30  
***Bonus Assignment Due (Optional – At Instructor’s Discretion)***

Schizophrenia – Module 50  
Review & Synthesis

**TBA**  
***EXAM 3 (Chapters 12, 13, 14)***

Right of Revision Statement: As instructor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Blackboard.