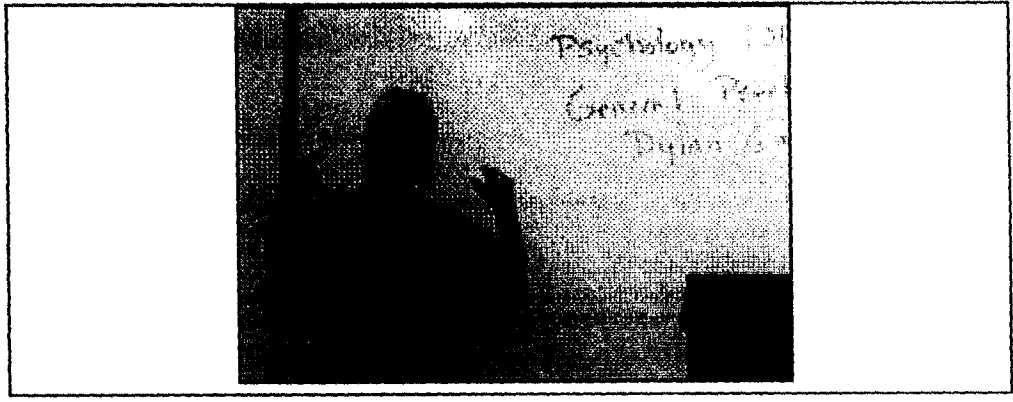


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GENERAL PSYCHOLOGY 101 On- line



Ms. Dylan Gaffney, MSCP

Contact Phone: 800# given when you register.

e-mail link found on tool bar

ATTENTION: IF YOU ARE EXPERIENCING ANY DIFFICULTY, FIRST INVESTIGATE YOUR SYSTEM, THEN CALL ME.

Required Text: Psychology by David Myers, 6th edition, Worth Publishers.

IMPORTANT!!! If you expect to do well in this class, read this syllabus carefully. I suggest you print it and keep it handy.

Course Description:

This course explores the basic concepts in the field of psychology. It is an introductory course in which we will be examining: critical thinking, scientific method, statistics, genetics and brain functions (relating to behavior,) perception, sensation, intelligence, motivation, emotion, personality, and personality disorders, life span development, therapy, and social psychology.

Behavior will be examined from several theoretical frameworks, and critical questions will be asked in the mind/body connection. This course will prepare students for upper-division specific psychology courses.

Course Objectives:

General Psychology explores the basic and fundamental concepts in the field of psychology. This is an overview course and upon successful completion of the course the student will demonstrate understanding of critical thinking skills, the scientific method, genetics and nature/nurture, emotion, motivation, life span development and the basic theoretical components of personality as well as the major personality disorders. An overview of major therapy models will be understood, as well as the role of social psychology. This knowledge will be demonstrated in weekly quizzes, writing assignments, class discussion and examination.

Specifically, the student will demonstrate knowledge of the above through weekly quizzes that support the textbook reading, which are taken on-line and are publisher supported. The weekly

quizzes allow the student to measure how well the information has been absorbed in the reading assignment, and to prepare the student for the final examination, which will be similarly formatted.

Writing assignments will demonstrate an engagement with the weekly topics, and allow an opportunity for the student to see how these fundamental concepts work in their own lives. The writing assignments allow the students to explore topics deeply, however a choice is given each week to follow the presented concepts personally, or to remain an objective observer. Either way, they must be at least one page of college level, engaged writing.

Through weekly discussions on the web board, students will consider and express ideas, ***responding to the instructor's questions as well as*** engaging with others in the class. The weekly discussions bring the class together for discussion of the key concepts covered each week and are an important and graded part of this course. It is through the weekly discussions we exchange thoughts, and demonstrate mature consideration of these topics.

Students will demonstrate the cumulated knowledge gained through a final examination. Further discussion of these objectives, measured through the assessment of these assignments is found below.

Expectations:

You are expected to do all the assigned reading, and participate in the class discussions on the "Web Board." Weekly quizzes, found at the support Myers support site will be taken by you. Once submitted, they will automatically be sent to me every Friday. Additionally, there will be weekly writing assignments which will be a creative way to show me what each week has meant to you. There will be a final exam on the main campus at the end of the term, so plan that in your schedule now.

Do not fall behind in your reading and assignments, or you will be overwhelmed quickly. A good way to manage your time is to realize the 2:1 ratio. The 4 hours you would have spend in class you will be spending at your computer, but then you need to realize for every hour of class time there are 2 hours of study time. So, 12 hours study time a week is minimal. Internet course are not easier, and in some ways are harder! What you gain in flexibility you lose in the ability to "social loaf" (page 657 in your text book).

NOTE TO FIRST TIME ON-LINE STUDENTS:

Don't panic!! At first, all this will seem overwhelming, but within 2 weeks it will all become familiar. That said, it is important for you to manage your time well, stay disciplined, engaged and focused. 10 weeks goes by very quickly! (I know, at times it feels like it will never end...but we move very quickly, so don't procrastinate.)

The bottom line here, for everyone, is to contact me directly if you are feeling confused, or are having

difficulty. Please don't use the web board for that. Just e-mail me with any of your questions. Most of them should be explained by reading this syllabus very carefully.

What you can reasonably expect from the instructor:

You can expect reasonable and concerned support and availability. The preferred contact is e-mail. (I check my e-mail every other day at the latest, for I do occasionally take a day off) If you feel the need to talk to me in person you may use the toll free number, that will be given to you when you register. **However, I am in NY, EASTERN STANDARD TIME!!!!** That means I am a full 6 hours ahead of Hawaii. If you fail to grasp that and call me at 2 am I will hate you and flunk you. I love my sleep and calls at 2 am scare me.

GRADING:

- **WEEKLY QUIZZES:** 100 POINTS
- **WEEKLY PAPERS:** 100 POINTS (10 points each)
- **FINAL EXAM:** 100 POINTS
- **PARTICIPATION and WEB BOARD DISCUSSIONS:** 100 POINTS

400-360 = A

360-320 = B

320-280 = C

280- 240 = D

MORE ABOUT GRADING:

An "A" student meets the criteria of the assigned material, displays outstanding scholarship and an unusual degree of intellectual initiative. A "B" student does superior work in a consistent and intellectual manner. A "C" student does average work and indicates a competent grasp of the material.

Serious students manage their time well, and in an accelerated on-line course this becomes very important. If you don't do the reading and work on the assignments it will show up.

THE ASSIGNMENTS:

1. Weekly Quizzes

The Myers text we are using is a wonderful text. Consider it your friend, and even though it is heavy you might consider taking it around with you for those odd moments of "dead time." You paid a lot for this text, and now you will be getting your monies worth!!

The weekly quizzes are found on the **Worth Publisher** support site, (link on tool bar at the left). These quizzes are a wonderful way to check in and make sure you have grasped the gist of the reading.

These quizzes get automatically submitted to me. When you register on the site please submit your quizzes to my "psychteach" address, which is:

...it is very self explanatory,
and you will understand when you go to the Myers
site.

Important: These must be completed **before** Friday
of each week, as I receive the results on Friday. If
you miss the deadline, you have missed your
opportunity. The good news is that you will be
taking 12 quizzes, and I drop the 2 lowest. These
will be scored by moving the decimal one place to
the left, to get a total possible points of 100. These
quizzes aren't particularly hard, you can even sit
there with your book open to search for the answers.
They don't take long. My objective here is to have
you dip back into your text and focus on the overall
picture the author is trying to present to you.

These quizzes will help you absorb what you are
reading and get you ready to take the final, as the
format will be very similar..

2. Weekly Papers:

I spent a considerable amount of time working on
the lectures for you, which you will find under each
week's heading. Within the lectures you will find
things to think about, exercises, frames of reference,
and support sites. It is the classroom experience,
without you being in the classroom. I want you to
explore this information! Take charge of your
education. Don't become one of those people who
"punch the ticket" to a degree! You have arrived at
this place, and this time, so take advantage of it.

At the end of each lecture you will find two
exercises to help you get closer to the material. I

would like you to do both of them, but for the papers you submit to me you are to pick one of them and write **at least two pages**. This may sound like a lot, **but you will find that one page will not cover what you will need to say, and you will routinely need two pages.** Naturally, I will not know if you have done both the exercises, but you will get more out of the course if you do both. At the very least, consider the other you do not chose as "food for thought."

You can get as creative as you want with these exercises, as long as there is some support material. **That means I want you to cite from the textbook.** **Include a page number for cited reference.** This is very very important. Again, the minimum acceptable material will be two written pages for each week.

Compose your papers on Word or similar, then cut and paste to e-mail. I WILL NOT OPEN ANY ATTACHMENTS. I simply have too much to lose if I get a virus, and they are spread through attachments.

3. Class Discussion:

Every week we get together as a group to talk about a subject I post. **PLEASE READ THE INSTRUCTIONS FOR HOW TO POST ON THE SITE.** (To get to that **site** click on the tool bar button on the left for "web site".) I want you to reply to my question, not post a new one (or you will be leaving the "class room." It is all explained on the site.) I expect full, intelligent participation. If I get a response that amounts to "like she said," I may well

contact you, and you may well not get a grade for that week.

These are not "real time" chats, but I want you to check into the web board twice a week, on Tuesdays and Thursdays. Additionally, I want you to respond to at least one person's remarks. That is the way we get conversation going in this format.

I check into the Web Board on Wednesday and Fridays to respond.

This is our classroom, so please treat it with the same respect. It is also worth a total of 100 points! If you don't visit twice a week you won't get the full credit. That breaks down to 5 points each, for Tuesday and Thursday. Remember, you need to respond to at least one person.

4. Final Exam:

There will be a final exam on main campus with an I.D. check. Mark the date on your calendars NOW so you can plan ahead. (Exactly 10 weeks from the start of the term, on a Saturday) I will be giving you review material on what to study for as the time draws nearer.

If you are taking this course on the main-land it will be up to you to find a proctor for the exam. Education Centers on military bases have helped in the past. You can also look to company commanders, or the clergy. It is wise to line up a proctor early in the term and keep me informed. Get your proctor to contact me so we can work out the details.

OVERVIEW OF CHAPTERS COVERED (see weekly lectures for specific assignments):

Week One-Intro and Chapter 1

Week Two-Chapters 2 and Chapter 5

Week Three-Chapter 3

Week Four-Chapter 4

Week Five-Chapters 12 & 13

Week Six-Chapter 7

Week Seven-Chapter 14

Week Eight-Chapter 15

Week Nine-Chapter 16

Week Ten-Chapter 18

PET PEEVES:

1. Decorum:

The pace of the world is very fast and often one can lose a sense of courtesy. I ask each of you to address your e-mail correspondence with salutations and closings. It only takes a moment, and it helps frame the right attitude. This is also a practical consideration. If I don't have you sign your e-mails I have to look for your "handle." The e-mail addresses often don't tell you who it is! I often find myself going through the files to find out who "hotlics" is and it makes me grumpy!!

2. Spell Check:

I mean it. There is a way to have your e-mail checked for spelling before it goes out. If you don't know how to do this, find someone who does and ask. This goes for all correspondence, your papers, your web postings, and your notes to me. It is a good habit to take the time to present yourself in a way that reflects the work you have put in.

3. Subject Line:

When you submit your papers, write in the subject line, your name, the class you are in, and the week you are submitting.

Example: (Subject Line): Jane Doe, Psy 321, Week One.

I receive a lot of mail, and this helps keep everyone straight. If you have question keep it separate from the papers. In the subject line write: Question from _____.

Thank you in advance for attending to these simple requests!!

So, now that the rules are covered, lets get down to some work! You will be surprised at how interesting all this will be and how much it will relate to your own life! Let's start studying the fascinating world of psychology! Remember, "Once expanded to the dimensions of a larger idea, (the mind) never returns to its original size"-Oliver Wendell Holmes.