



Framingham State University

PSYC 101 General Psychology

COURSE INFORMATION

Semester	: May 30, 2022 – July 1, 2022
Credit	: 4
Teaching Hours	: 50 Hours
Location	: Online
Professor Name	: William Healey
E-mail	: whealey@framingham.edu

I am a psychoanalyst and see patients during the day. I will respond to e-mails, and respond to discussions during my breaks, and after 6pm EST. If you need to talk via Zoom then you must schedule an appointment with me via e-mail first. But don't let my schedule fool you, I enjoy talking to students!

William Healey is inviting you to a scheduled Zoom meeting.

Topic: William Healey's Personal Meeting Room

Join Zoom Meeting

<https://us02web.zoom.us/j/4075067677>

Meeting ID: 407 506 7677

CATALOG DESCRIPTION:

An introduction to basic concepts of modern psychology, including the biological bases of behavior, motivation, emotion, intelligence, learning, sensation, and perception. Students are exposed to principles, issues, and research findings in these and other areas in psychology such as social behavior, development, personality, and psychopathology.

REQUIRED TEXTS:

-Morton Hunt, The Story of Psychology, Updated & Revised Edition, Anchor; Revised Edition (December 18, 2007)

-Other resources maybe be posted on Canvas



GRADING:

There will be 5 graded assignments in this class. Two exams, two papers, and class participation. A midterm exam is scheduled for June 16 and will cover the work we will have done from the Proto-Psychologists through the Emotion and Motivation Psychologists. Two papers, (2-5 pages, typewritten, double-spaced) will be due on June 10 (Paper One), and June 24 (Paper Two). Your papers will investigate concepts in the various psychological theories presented to you in class and in the text. You have a choice of which prompt to use for your first paper, and your second paper will be posted to CANVAS around the time of the midterm exam.. The final exam July 1 will cover everything studied AFTER the midterm. Graded work will be handed back 96 hours after being submitted.

Mid-term Exam	20%
Paper one	20%
Paper Two	20%
Final Exam	20%
Participation	20%
<hr/>	
Total	100%

WRITTEN ASSIGNMENTS:

Paper 1:

My (Airplane/dog/spider/height) Phobia: How Classical Conditioning Helps Explain My Fear. This paper should describe a strong fear or phobia you have. Analyze the origins of your fear and try to explain it in terms of classical conditioning. This paper should include a brief description of classical conditioning and the major terms used in classical conditioning (e.g., CS, US, CR, and UR, generalization), and it should apply these terms and concepts to your example. Do you think classical conditioning provides a complete explanation for your fear? Does classical conditioning theory suggest ways you might reduce your fear?

OR



Framingham

State University

Theories of Development: Pick one of the following theories of developmental stages – Freud’s theory of psychosexual stages, Piaget’s theory of stages of cognitive development, Erikson’s psychosocial stage theory – and apply it to your own development. In this paper you need to briefly describe the developmental theory you choose and its terminology, and you need to apply the theory to your own life. For example, if you chose to apply Freud’s psychosexual stage theory to your own life, you would describe events that occurred in the oral, anal, and phallic stages of your life and analyze how these events may have influenced your adult personality.

Paper 2: Will be posted to CANVAS after the midterm exam. It’ll be the same length as the first paper and be similar in its format.

These are not easy assignments. Good papers will require much thought. Don’t leave the work until the last minute. Late papers lose a full grade for each day past the due date. Rewrites will not be accepted past the due date. Papers must be a **MINIMUM** of 2 pages in length.

EVALUATION FOR WRITTEN WORK

Central idea: The paper will be rated on the degree to which it is focused on a clear and distinct subject. Is the purpose of the paper clear to the reader?

Support: The paper will be rated on the degree to which its generalization (thesis) is supported. Are there adequate details to support each of the paper’s points?

Unity: The paper will be rated on the degree to which it proceeds smoothly and logically from point to point. Are transitions between paragraphs clear? Are paragraphs coherent and logical?

Introduction: The paper will be rated on the degree to which the introduction gets the reader’s attention and prepares the reader for what is coming. Is there a hook?

Conclusion: The paper will be rated on the degree to which the conclusion draws a paper to a close, summarizes the main points, and reemphasizes the paper’s purpose.

Style: The paper will be rated on the degree to which its sentences reflect a variety of syntactic structures and an appropriate usage of vocabulary. Does the word choice reflect a concern for the audience and the purpose of the paper?

Usage: The paper will be rated on its employment of capitalization, spelling, and grammar.

Punctuation: The paper will be rated on its employment of punctuation.



COURSE SCHEDULE:

- 5/30 1st Class: Introduction, read pages 1-29 of your text (Zoom)
5/31 Proto-psychologists read pages 65-98 of your text Canvas Discussion
6/1 Freud read pages 183-227 in your text and Canvas Discussion
6/2 The Behaviorists read pages 274-311 in your text, Canvas Discussion
6/3 The Gestaltists read pages 318-344 in your text, Canvas Discussion
- 6/6 2nd Class: A More Modern Psychology (Zoom) (no reading)
6/7 The Developmentalists read pages 401-453 in your text, Canvas Discussion
6/8 Paper One Pre Writing Exercise (Canvas) (no reading)
6/9 Social Psychologists read 459-500 in your text, Canvas Discussion
6/10 1st Paper Due (no reading)
- 6/13 3rd Class: A More Modern Continued (Zoom) (no reading)
6/14 Perception Psychologists read pages 505-544 in your text, Canvas Discussion
6/15 Emotion and Motivation Psychologists read pages 553-582, Canvas Discussion
6/16 Midterm Exam (no reading)
6/17 The Cognitivists read pages 590-648 in your text, Canvas Discussion
- 6/20 4th Class: Therapy, and Misuse (Zoom) (no reading)
6/21 Paper Two Pre Writing Exercise (Canvas) (no reading)
6/22 The Psychotherapists read pages 651-697 in your text, Canvas Discussion
6/23 Users/Misusers of Psychology read pages 703-741 in your text, Canvas Discussion
6/24 2nd Paper Due (no reading)
- 6/27 5th Class: Today
6/28 Psychology Today read pages 750-771 in your text, Canvas Discussion
6/29 Time Machine, The Scholars read pages 36-62 in your text, Canvas Discussion
6/30 Canvas Discussion (no reading)
7/1 Final Exam

Any day that a reading is due is a day you should check the discussions section of Canvas and answer whatever questions I have posted. I encourage all of you to engage in dialogue with one another during these discussions, and not just with me. You must write at least a paragraph response to get class participation. Your participation here, as well as in the synchronous class (6 in total), will make up your class participation grade (20% of your overall grade.) You should be checking Canvas everyday Monday-Friday. I will post articles, video links, and other material for you to view and comment on. I will post required assignments at 8 pm. EST the day BEFORE the assignments are due. You have 24 hours to post your comments for participation credit. Ex.



Framingham

State University

Assignment is due on 7/7 that means it'll be posted on 7/6 at 8pm EST, and you have until 8pm EST 7/7 to complete the assignment.

It is normal to not understand this material, so your comments can certainly take the form of questions as well as thoughts and criticisms. You are expected to read the text and pay attention to the questions that the author has embedded in the text. A third to a half of the questions on the midterm exam and the final exam will be made up of questions that come from the questions in the text. The remainder of the questions on these exams will address content that comes from lectures and my posts.

I also encourage you to reach out to me via e-mail if you have questions or comments that you prefer not to share with the entire class. I will also be posting lots of non-required articles, reading suggestions, videos, and other helpful material. Anything I post will be clearly labeled as Required or Optional.

ATTENDANCE:

Understanding the content from the lectures is a critical component to your success in this course. It is important that you are present for the lectures, and I expect each student to make a commitment to be in class and to be on time. Your participation points are determined by your discussion posts, as well as your participation in virtual classes. You can either participate VERBALLY or write up 150 of questions/thoughts about the lecture due by the end of the day the lecture occurs on. As of now I will not be recording classes.

CELL PHONES:

All cell phones are to be shut off and put away during class.

COURSE EXPECTATIONS:

For our accreditation, it is essential that all Framingham State University credit courses follow that federal definition of credit hour: for every one hour of classroom or direct faculty instruction, a minimum of two hours of out-of-class student work is required. Since the summer courses meet for two contact hours daily (10 contact hours of classroom time weekly), the expectation is that students spend 20 hours per week doing out-of-class work. For the five week 4-credit course, this reflects 50 hours of classroom time and 100 hours of out-of-class time since the credit hour is defined as 50 minutes.



Framingham

State University

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. You will be responsible for familiarizing yourself with the published policies and procedures regarding academic honesty. Infractions of the policy on academic honesty include, but are not limited to: (1) Plagiarism – Claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal; (2) Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor; (3) Unauthorized collaboration with other individuals in the preparation of course assignments; (4) Submitting without authorization the same assignment for credit in more than one course; (5) Use of dishonest procedures in computer, laboratory, studio, or field work; (6) Misuse of the university's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain; (7) Falsification of forms used to document the academic record and to conduct the academic business of the university.

ACCOMMODATION STATEMENT:

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <http://www.framingham.edu/center-for-academic-support-and-advising/disability-services/index.html> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

FSU NOTICE OF NON-DISCRIMINATION AND DIVERSITY:

Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. The university is dedicated to providing educational, working, and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act protects the rights of all residents of and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The Massachusetts Civil Rights Act protects the right to attend school, live peacefully, and enjoy other basic rights.