



PENSACOLA STATE COLLEGE

General Psychology - Section Syllabus

PSY 2012 - D2021

Spring 2025 Session A

Instructor: Bryan Glazier, PhD, LMFT, LMHC

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Final Exam Date: TBD

Last Date of Drop/Add: January 16, 2025

Last Date for Student to Withdraw: April 7, 2025

Course Description: A survey of psychology as a social science. Covers the biological and social determinants of human cognition, emotion, and behavior. Attention will also be given to the history of the discipline, forms of psychopathology, and the growing role of brain science within the field.

Class Meeting Time: Live Online W 6:00pm-8:40pm

Class Location: Zoom)

Credits: 3 cc

Prerequisites: Grade of C or better in ENC 1101.

Offered: FA, SP, SU.

Distribution: Meets AA General Education Core, Social Sciences requirement.

Required Textbooks and Instructional Materials: Free "Open Educational Resources" required. Please see your instructor.

Supplemental Textbooks and Instructional Materials: None.

Special Requirements:

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required.

Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment.

Writing Emphasis Requirement: Instructors return each evaluated writing assignment to a student before submission of the next evaluated writing assignment.

Writing Emphasis Requirement: Only individual student work may count toward the minimum three evaluated writing assignments.

Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

Methods of Evaluation:

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

Grading Scale:	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

Grading Calculation	
Discussion Boards	20%
Quizzes	15%
Writing Assignments	30%
Exams	35%
Totals	100%

Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

Student Expectations: Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;
3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback; and
9. clear and well-organized instruction.

General Education Student Learning Outcomes:

Critical Thinking: The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.

Communication: The student effectively communicates knowledge and ideas.

Cultural Literacy: The student demonstrates an understanding of human culture and its diversity.

Course Learning Outcomes:

1. Define the science and practice of psychology as well as ethical considerations for research.
2. Identify major theories and theorists in psychology.
3. Compare different theoretical and methodical approaches to behavior, cognition, personality, intelligence, and development.
4. Recognize terms, names, concepts, and scientific experiments vital to understanding the science of psychology.
5. Apply psychological principles and findings to real world experiences.
6. Critically evaluate sources of information.
7. Outline the divisions and functions of the nervous system, neurons, and endocrine system and discuss how these affect behavior.
8. Recognize how the mind develops, how consciousness and unconsciousness impacts behavior, how people learn, how information is stored and organized, and how the brain processes memories.
9. Analyze components of social psychology including attitudes, conformity, and relationships.
10. Examine the impact of stress on health, how personality traits influence the effects of stress, and how to effectively cope with stress.
11. Discuss various psychological disorders and their treatment.

Academic Dishonesty Statement:

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details.

Student Email Accounts:

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

Flexibility:

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

ADA Statement:

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

Equity Statement:

Pensacola State College does not discriminate against any person on the basis of race, ethnicity, national origin, color, gender/sex, age, religion, marital status, pregnancy, disability, sexual orientation, gender identity, or genetic information in its educational programs, activities, or employment. For inquiries regarding Title IX and the College's nondiscrimination policies, contact the Executive Director, Equal Opportunity Compliance at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.

Security Statement:

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

Emergency Statement:

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

[[Course Policies

This course is not a "work at your own pace" course. There are regularly scheduled deadlines for all assignments and the discussions will be available on a weekly basis. The writing assignments will be opened two weeks before its respective due date and will remain open for one week after their due dates. Writing Assignments submitted late will lose 5 points of their grades per day late. After one week past the due date, late work will not be accepted and will receive a grade of zero.

Each week, you will be assigned a discussion post, minimum of two peer responses, and a chapter quiz for two chapters each week. There will also be three exams, and a comprehensive final exam. All answers to questions on chapter quizzes, and exams must come directly from the textbook. Do not "google" the answers or find answers to them from outside sources; those sources may not match the text. Selected resources are made available. These resources include a PDF file of the chapter textbook for each module, and chapter Power Points.

Required Textbook:

In order to accomplish this course, you will study the required textbook "Psychology, 2nd Edition, by Rose M. Spielman, William J. Jenkins, Marilyn D. Lovett. ISBN: 4781951693237 OpenStax: https://assets.openstax.org/oscms-prodcms/media/documents/Psychology2e-WEB_OeRvAre.pdf), view a variety of media clips and participate in class discussions and activities. Each chapter is available within the chapter module for you to review.

Email Response:

To contact me via email, please use the Canvas messaging/conversation tool (not my Pensacola State e-mail). I will contact you via the same Canvas messaging tool as well. Please note that this is not the same as your student Pirate e-mail account.

Typically, you can expect an email response from me within 24 hours and no later than 48 hours. Weekends and holidays are the exceptions, where a response may take a little longer.

Conferences:

If, during the semester you experience difficulties or need help, feel free to contact me and if needed we can set up a video meeting. My goal for this course is for you to develop a basic understanding of human growth and development and to come out of the course feeling that you have learned something. To this end, I am willing to assist you in achieving this goal.

Posting of Grades:

Grades will be posted no later than two weeks AFTER the assignment due date.

Quizzes and Exams:

A quiz will be due for each chapter covered. Quizzes will have two dates: the DUE DATE and the AVAILABILITY DATES. It is STRONGLY recommended that quizzes are taken when you complete each chapter's assignments (the DUE DATE). The quiz will remain open during the AVAILABILITY DATES and may be completed any time during those dates. ONCE THE QUIZ IS CLOSED, IT WILL NOT BE REOPENED.

Discussion Boards:

Each week throughout the semester you will be required to participate in class discussions by posting to the Discussion Board. Before submitting a required posting, please read the assignment directions carefully.

All discussions require that you post an individual response to the topic being discussed. Additionally, you will also be required to respond thoughtfully to the postings of some of your classmates. ("Yes, I agree" is not a thoughtful response.)

For each week you will be required to submit your discussion response to the questions raised and your two peer responses by 11:55 P.M on Thursday evenings. Late posts/replies will not be accepted once the weekly discussion is closed and will result in a score of "0" (zero).

Discussion Board Grading Rubric:

All Discussion Board Postings will be graded using the following criteria:

Criteria	Mastery 6	Competent 3	Needs Work 1	Unacceptable 0
Initial Posting	Post is a well-developed and substantive contribution, ideas are	Post offers original ideas but is not fully developed or supported by references to course readings, lacks full	Post content is superficial in thought and preparation, ideas are not developed or supported with references to readings.	No post made.

	coherent, logical, and supported by references to course reading. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive.	development or reference support. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness.	There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness.	
Follow-Up Posts/Peer Responses	Demonstrates analysis of peer's post, extends meaningful discussion by building on existing posts.	Elaborates on peer's posts with an original comment or observation but does not extend meaningful discussion.	Post is a shallow contribution to discussion (e.g. agrees or disagrees), simply paraphrases peer's post, does not enrich discussion.	No follow-up post or responses made.

Assignment Due Dates:

You will have a writing assignment to complete this semester. The writing assignment will have two dates: the DUE DATE and the AVAILABILITY DATE. It is STRONGLY recommended that the assignment is completed by the DUE DATE). The assignment will remain open during the AVAILABILITY DATE and will be closed one week after the due date. ONCE THE ASSIGNMENT IS CLOSED, IT WILL NOT BE REOPENED.

Technology Issues/Problems:

If, while participating in this course, you experience a problem with your computer, modem, Internet connection, etc., it is your responsibility to find an alternate computer from which you can work on, participate in, and submit course assignments. Technology problems on your end are not valid excuses for missing assignment due dates, etc. However, you can be proactive and have a backup plan ready in case you suffer a technology-related problem at any time during the semester that prevents you from participating in this course.

Course Participation/Attendance:

The following attendance policy has been implemented in the best interest of the student and is in accordance with the Pensacola State College Attendance Policy detailed in the Student Handbook.

"Attendance" is mandatory, even in an online class. Class participation is an important part of the learning process and is therefore expected of each student. Logging in and then immediately logging out is not "coming to class" and will not be counted as attendance. You must log in and participate; read and respond to the discussions posted, review the lecture notes and PowerPoints, take the weekly quizzes, check your course email, etc. The tracking tool within the course management system will be used to make sure students are accomplishing these tasks. Students who do not participate and keep up with assignments risk failing the course.

Writing Assignment:

General Psychology PSY2012 is a writing emphasis course. This course requires the student to complete three writing assignments that demonstrate college level writing.

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required.

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Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

Writing Assignments

All writing assignments will be completed using 12 Point Times New Roman Font.

Writing Assignment #1:

For this assignment, you will read the article, The Black-White Test Score Gap: Why It Persists and What Can Be Done by Christopher Jencks and Meredith Phillips. This is available in Canvas as a downloadable and printable pdf. After you have finished reading the article answer the following questions:

1. What are the most common conservative explanations for the black-white test score gap, and do the authors support these perspectives as valid?
2. Summarize the strategies that the authors propose to reduce the black-white test score gap.
3. Which strategy do you think would be the most beneficial and why? The paper will be written in a narrative format, is a minimum 500-word paper, use 12-point Times New Roman font and double-spaced. Additional assignment requirements are indicated in the assignment section in Canvas. This assignment is DUE SUNDAY, SEPTEMBER 15, 2024.

Writing Assignment #2:

For this assignment, you will read the provided article, People Drawn to Conspiracy Theories Share a Cluster of Psychological Features. This is available in Canvas as a downloadable and printable pdf. After you have completed your reading, answer the questions listed in the Writing Assignment #2 Module in Canvas. Complete the questions, and upload to Canvas.

There are no word minimums on any of the answers for the analysis. However, the answers provided should be based on the article and in your own words. All answers should be typewritten. Hand-written forms will NOT be accepted. This assignment is DUE SUNDAY OCTOBER 13, 2024.

Writing Assignment #3:

This writing assignment will require, a minimum of 500 words (no more than 650 words) and for you to use your critical thinking skills and your writing ability: **What is one key aspect of psychology discussed that you felt was most meaningful to you and how will it be integrated in your life?** In order to be able to successfully answer this question, you must be able to analyze and synthesize psychological concepts and be able to apply them to your self-reflection and your future life. In your essay, you will need to clearly identify the psychological concept and how to integrate it into your personal life. This assignment is DUE Saturday, NOVEMBER 09, 2024.

Scoring Rubric for Writing Assignments

Points Available	Dimension	Mastery	Competent	Needs Work
20	Introduction	Position and exceptions, if any, are clearly stated. Organization of the topic is completely and clearly outlined and implemented.	Position is clearly stated. Organization of topic is clear in parts or only partially described and mostly implemented.	Position is vague. Organization of topic is missing, vague, or not consistently maintained.
50	Research	Research selected is highly relevant to the topic, is presented accurately and completely – the method, results, and implications are all presented accurately; Theory is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly	Research is relevant to the topic and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Theory is relevant and accurately described, some components may not be present or are unclear. Connection to theory is mostly clear	Research selected is not relevant to the topic or is vague and incomplete – components are missing or inaccurate or unclear. Theory is not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate,

		articulated and accurate.	and complete, or has some minor errors.	major errors in the logic are present.
20	Conclusions	Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit.	Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present.	Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear.
10	Writing	Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive.	Paper is generally well organized and most of the topic is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness.	Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness.