



PENSACOLA STATE COLLEGE

General Psychology

PSY 2012-P1330

Fall 2025, Session A

Instructor: Robin Mitchell

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Final Exam Date: Tuesday, December 9th 10:30-12:30

Last Date of Drop/Add: 8/22/25

Last Date for Student to Withdraw: 11/4/25

Course Description: In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.

Class Meeting Time: T/TH 11:00-12:15

Class Location: Bldg 14, Rm 1464 (Pensacola)

Semester Hours: 3 credit hours

Prerequisite(s): Grade of C or better in [ENC 1101](#).

Semester Offered: Fall, Spring, Summer

Course Designations: College Transfer. Meets AA General Education Core, Social Sciences requirement. A writing emphasis course.

Required Textbooks and Instructional Materials: Free "Open Educational Resources" required.

Supplemental Textbooks and Instructional Materials: None

General Education Writing Emphasis Course Requirements:

1. All writing used to fulfill the writing emphasis requirement must possess the five characteristics of college-level writing: 1) have a clearly identified central idea or thesis; 2) provide adequate support for the idea; 3) be organized clearly and logically; 4) show awareness of the conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment.

2. A minimum of four (4) evaluated assignments, which may include the final exam, is required. Because an extensive amount of writing is intended by Rule 6A-10.030, F.A.C., additional writing assignments may be used to satisfy this requirement.
3. The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.
4. All sections of a course must meet all requirements.
5. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement.
6. Instructors return each evaluated writing assignment to a student before the submission of the next evaluated writing assignment, with the exception of a final exam used to satisfy the requirement.
7. Only individual, original student work counts toward the extensive writing requirement; AI or machine written content is not accepted.
8. The grading rubrics used for each writing assignment will be shared with students and will be uniformly applied as the assessment instrument in all sections of a course.

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:		Grading Calculation	
90% - 100%	A	Attendance	10%
87% - 89%	B	Assignments (Homework, Quizzes, Scholarly Article Reviews, Discussions)	30%
80% - 86%	B	Module Exams (4)	40%
77% - 79%	C	Final Exam	20%
70% - 76%	C	Totals	100%
67% - 69%	D		
60% - 66%	D		
0% - 59%	F		

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.

Students should attend every class meeting, be on time for class, and be prepared to participate in discussions/activities. Students will have 16 chapter homework assignments, 16 chapter quizzes, 8 discussion questions, and 8 scholarly article reviews over the course of the semester.

Discussion Questions: These assignments are used to fulfill the writing emphasis requirement. You will have 8 Discussion Assignments, where you'll be engaging with your classmates on key topics in psychology. These discussions are more than just a place to share your thoughts—they are a critical part of how you'll deepen your understanding of the material and practice important communication skills.

For each discussion, you'll need to make at least three posts: your initial answer to the question (at least 300 words), and two responses to your classmates' posts (at least 150 words each). The goal is to engage in meaningful conversations, not just to complete a task. I encourage you to think of these discussions as opportunities to reflect on the content, exchange ideas, and learn from different perspectives. Engaging fully in these discussions helps you develop skills that are essential for your success as a student and future professional, like collaboration, respectful debate, and clear communication. So, make sure to put in the effort to craft thoughtful posts and respond to your peers in ways that advance the conversation.

Scholarly Article Reviews: These assignments are used to fulfill the writing emphasis requirement. You will be asked to answer in-depth questions based on your review of the article provided. As a college student, this might sound intimidating at first, but the assignment is designed to build critical reading, analysis, and writing skills. You will be given 5 questions about the article and then you will write a well-developed response (minimum **300 words**) that addresses all five of the provided questions. Instead of answering each question separately, **integrate your responses into one cohesive, analytical paragraph or essay**. Your response should demonstrate a clear understanding of the article and offer thoughtful interpretation and evaluation in your own words. Avoid simply summarizing the article—focus on critical thinking and original insight.

Before getting started on the answers, it is important to review the article thoroughly. To do this, I recommend that you take notes and read the article several times. As you read, be sure to note important items like the thesis, purpose, research questions, hypotheses, methods, evidence, key terms, key findings, major conclusions, tone, and publication information.

The study of research is crucial in psychology because it provides the foundation for understanding human behavior, thoughts, and emotions through a scientific lens, allowing psychologists to develop evidence-based interventions and strategies to improve people's lives by applying knowledge gained from rigorous research methods; essentially, it enables psychologists to move beyond mere speculation and rely on data-driven insights to inform their practice.

Module Exams: You will have 4 Module exams which will be given **IN CLASS**.

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:

1. **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.
2. **Communication:** The student effectively communicates knowledge and ideas.
3. **Cultural Literacy:** The student demonstrates an understanding of human culture and its diversity.

Course Learning Outcomes:

1. Students will be able to identify basic psychological theories, terms, and principles from historical and current perspectives.
2. Students will be able to recognize real-world applications of psychological theories, terms, and principles.
3. Students will be able to recognize basic strategies used in psychological research.
4. Students will be able to draw logical conclusions about behavior and mental processes based on empirical evidence.

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:

<https://catalog.pensacolastate.edu/content.php?catoid=2&navoid=47#academic-honesty>

Student Email Accounts: Pensacola State College provides an institutional email account to all students enrolled in courses for credit. This institutional email account is the official method of communication, and students must use this account 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 qualifies under the American with Disabilities Act Amendments Act of 2008 (ADAAA) must self-identify with the Student Resource Center for ADA Services (SRC/ADA). Disabilities covered by the ADAAA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact SRC/ADA if they are not certain whether a medical condition/disability qualifies. SRC/ADA is located on the Pensacola campus in building 6, room 603, ADA-

services@pensacolastate.edu, 850-484-1637. Students may also complete the online intake form in the ADA Services app within the PSC apps dashboard.

Equity Statement: Pensacola State College does not discriminate against any person on the basis of race, ethnicity, national origin, color, 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 Dean of Students 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.

Attendance Policy: Attendance accounts for **10% of your final course grade**. Regular participation in class is essential for your success in this course and is expected of all students. Attendance will be recorded each class session and will contribute to your overall attendance grade. Each class session is worth a portion of the total attendance score. Students who are present and engaged will receive full credit for that day.

You are allowed to miss **up to two (2) class sessions** during the semester **without penalty**. These can be used for illness, emergencies, or personal reasons—no documentation is required. Additional absences may reduce your attendance grade.

If you have extenuating circumstances that require extended or repeated absences, please communicate with me as soon as possible.

This policy is designed to support student success while allowing flexibility for occasional, unavoidable absences. Since this class meets twice a week in person, your active participation is critical for learning and mastering the course content. Students are expected to attend all scheduled class meetings. Participation in class activities, discussions, and group work is considered part of your attendance grade. Active engagement is expected every class session. Excessive absences or lack of participation may result in a lower final grade

Course Schedule:

Class Date	Agenda
August 19	Introduction
August 21	Instruction & Engagement - Chapters 1-4
August 26	Instruction & Engagement - Chapters 1-4
August 28	Module Work Session
September 2	Instruction & Engagement - Chapters 1-4
September 4	Instruction & Engagement - Chapters 1-4
September 9	Instruction & Engagement - Chapters 1-4
September 11	Module 1 Exam IN CLASS
September 16	Instruction & Engagement - Chapters 5-8
September 18	Instruction & Engagement - Chapters 5-8
September 23	Module Work Session
September 25	Instruction & Engagement - Chapters 5-8
September 30	Instruction & Engagement - Chapters 5-8
October 2	Module 2 Exam IN CLASS
October 7	Instruction & Engagement - Chapters 9-12
October 9	Instruction & Engagement - Chapters 9-12
October 14	Instruction & Engagement - Chapters 9-12
October 16	Module Work Session
October 21	Instruction & Engagement - Chapters 9-12
October 23	Instruction & Engagement - Chapters 9-12
October 28	Instruction & Engagement - Chapters 9-12
October 30	Module 3 Exam IN CLASS
November 4	Instruction & Engagement - Chapters 13-16
November 6	Instruction & Engagement - Chapters 13-16
November 11	Veteran's Day - CLASS DOES NOT MEET

November 13	Instruction & Engagement - Chapters 13-16
November 18	Module Work Session
November 20	Instruction & Engagement - Chapters 13-16
November 25	Instruction & Engagement - Chapters 13-16
December 2	Instruction & Engagement - Chapters 13-16
December 4	Module 4 Exam IN CLASS
December 9	Final Exam IN CLASS 10:30am - 12:30pm