



**SYLLABUS**  
**General Psychology**  
**PSY 2012-M1006**  
**Spring 2026, Session A**

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<b>Department Head</b>	Mr. Scott A. Schackmann
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<b>Last Date of Drop/Add</b>	January 15
<b>Last Date for Student to Withdraw</b>	April 6
<b>Final Exam Dates</b>	May 3 – May 7
<b>Class Meeting Time</b>	Mondays and Wednesdays from 11:00 – 12:15
<b>Class Location</b>	Milton Campus, Room 4411
<b>Prerequisite</b>	Grade of C or better in ENC 1101
<b>Course Description</b>	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.
<b>Credit Hours</b>	3 credit hours
<b>Semesters Offered</b>	Fall, Spring, Summer
<b>Course Designations</b>	College Transfer. Meets AA General Education Core, Social Sciences requirement. A writing emphasis course.
<b>General Education Core Course Standard</b>	<b>Per Florida Statute 1007.25</b> , "Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues."
<b>Required Textbooks and Instructional Materials</b>	Psychology; R. Spielman, W. Jenkins, M. Lovett; ISBN 9781975076450; 2 <sup>nd</sup> , 2020; OpenStax Chapters 1 – 16, all sections <b>Zero Textbook Cost (ZTC)</b>

	The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College or the instructor.
<b>Course Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to identify basic psychological theories, terms, and principles from historical and current perspectives.</li> <li>2. Students will be able to recognize real-world applications of psychological theories, terms, and principles.</li> <li>3. Students will be able to recognize basic strategies used in psychological research.</li> <li>4. Students will be able to draw logical conclusions about behavior and mental processes based on empirical evidence.</li> </ol>
<b>General Education Student Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> 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.</li> <li>2. <b>Communication:</b> The student effectively communicates knowledge and ideas.</li> <li>3. <b>Cultural Literacy:</b> The student demonstrates an understanding of human culture.</li> </ol>
<b>General Education Writing Emphasis Course Requirements</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.</li> <li>4. All sections of a course must meet all requirements.</li> <li>5. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement.</li> <li>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.</li> <li>7. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted.</li> <li>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.</li> </ol>
<b>Student Assignments, Assessments, and Grading Calculation</b>	

<p>Reading Assignments:</p> <p>Psychology (2e)</p> <p>“Introduction to Psychology”</p> <p>“Psychological Research”</p> <p>“Biopsychology”</p> <p>“States of Consciousness”</p> <p>“Sensation and Perception”</p> <p>“Learning”</p> <p>“Thinking and Intelligence”</p> <p>“Memory”</p> <p>“Lifespan Development”</p> <p>“Emotion and Motivation”</p> <p>“Personality”</p> <p>“Social Psychology”</p> <p>“Industrial-Organizational Psychology”</p> <p>“Stress, Lifestyle, and Health”</p> <p>“Psychological Disorders”</p> <p>“Therapy and Treatment”</p>		
14 chapter Quizzes (20 points each) All quiz assessments are from Psychology (2e).		<b>100 points</b>
3 Exams (100 points each) All chapter reviews are from Psychology (2e).		<b>300 points</b>
<p><b>Writing Assignment – Freud</b></p> <p>This reflection explores Freud’s key psychological theories, such as the unconscious mind, personality structure, and defense mechanisms, alongside your personal evaluation of their relevance and connection to your own experiences, concluding with thoughts on Freud’s enduring impact on modern psychology.</p>		<b>25 points</b>
<p><b>Writing Assignment – Operant Conditioning</b></p> <p>This reflection examines one positive and one negative daily habit through the lens of operant conditioning, explaining how reinforcement and punishment shaped each behavior, and explores plans or strategies, grounded in these principles, to maintain positive habits and change negative ones.</p>		<b>25 points</b>
<p><b>Writing Assignment – Memory</b></p> <p>This reflection analyzes a personal experience involving memory, either vivid recall or forgetting, through key psychological concepts like encoding, storage, retrieval, and theories of forgetting, and considers how understanding memory research can improve reliability and inform practical strategies for better recall.</p>		<b>25 points</b>
<p><b>Writing Assignment – Article Analysis</b></p> <p>This assignment asks students to read Lipson et al.’s (2021) article “<i>Mental Health Conditions Among Community College Students: A National Study of Prevalence and Use of Treatment Services</i>” and answer comprehension and reflection questions. The task involves summarizing key research details, such as authors, participants, findings on prevalence, treatment barriers, and funding recommendations, and then writing thoughtful personal reflections that connect course concepts to real-world mental health observations and coping strategies</p>		<b>25 points</b>
<p><b>Writing Assignment – Social Issue Analysis Paper</b></p> <p>Choose one social issue that helps us understand better. Possible examples include addiction, social media use, sleep deprivation, attention and multitasking,</p>		<b>100 points</b>

the impact of video games on behavior, or another issue approved by your instructor.		
<b>Writing Assignment – Comparative Theories Essay</b> Choose two psychological perspectives and compare how they explain a central psychological topic. Some Possible pairs include: Behaviorism vs. Cognitive Psychology (explaining learning) Humanistic vs. Psychoanalytic Perspectives (explaining personality) Biological vs. Cognitive Perspectives (explaining memory) Evolutionary vs. Social Cognitive Perspectives (explaining motivation)		<b>100 points</b>
<b>Grade = points earned/Divided by</b>		<b>700 points</b>
<b>Grading Scale</b>	90%-100%	A
	87%-89%	B+
	80%-86%	B
	77%-79%	C+
	70%-76%	C
	67%-69%	D+
	60%-66%	D
	0%-59%	F
<b>Student Expectations</b>	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; 9. clear and well-organized instruction.	
<b>AI Statement for Writing Emphasis Courses</b>	Because writing emphasis courses focus on the foundational skills of critical thinking, rhetorical awareness, and information literacy, the work presented by students must be original. As such, the use of generative AI for graded assignments is prohibited unless specifically authorized by the instructor. The instructor reserves the right to assign a failing grade to an assignment determined to exhibit markers of generative AI use. In such instances, the student may challenge the failing grade and is responsible for demonstrating the originality of a submitted text. Continued registration in the course will be understood as acceptance of this policy.	
<b>Academic Dishonesty Statement</b>	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: <a href="#">Academic Integrity</a>	
<b>ADA Statement</b>	Students with a disability that falls under the Americans with Disability Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined	

	on an individual basis with careful consideration of the course learning outcomes and the documentation of the disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email <a href="mailto:ADAservices@pensacolastate.edu">ADAservices@pensacolastate.edu</a> ; or complete the online intake form in the ADA Services app within the MyPSC apps dashboard.
<b>Emergency Statement</b>	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.
<b>Flexibility Statement</b>	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.
<b>Non-Discrimination Statement</b>	Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Equal Opportunity Compliance, 1000 College Blvd., Building 5, Pensacola, Florida 32504, 850.484.1759.
<b>Security Statement</b>	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.
<b>Student Email Account Statement</b>	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.