

Kingsborough Community College
Department of Behavioral Sciences

PSY 11: General Psychology
Summer 2026

Mondays, Tuesdays, Wednesdays, & Thursdays, 9:00am – 10:35am

Location: Online – Synchronous

Instructor:

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Office Hours: Mondays, 11:00am – 12:00pm

Welcome to General Psychology!

I'm very excited to have the opportunity to guide you through the next several weeks. My goal is to make our time together engaging, relevant, and grounded in real experiences. You'll encounter intriguing theories, memorable examples, and opportunities to connect the science of human behavior to your own life and the world around you.

Course Description & Goals:

Welcome to General Psychology. In this course, we will examine various areas within psychology, including biological, cognitive, developmental, social, personality and clinical psychology. Throughout the course, we will focus extensively on the conceptual, theoretical, and methodological tools used by psychologists to better understand human behavior. I will encourage you to be critical of the course material and to examine it in light of your own lived experiences. Overall, I hope that you leave this course with a solid understanding of fundamental psychological concepts and the desire to learn more.

Prerequisite: None.

By the end of this course, you will be able to:

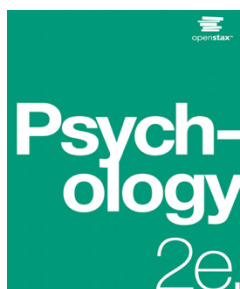
- Identify the major concepts, principles, controversies and research findings in psychology
- Provide examples of the role and relevance of psychology in the domains covered in the course
- Describe and understand the major research methods used to study behavior and mental processes, including the advantages and disadvantages of each approach
- Analyze and critically evaluate psychological information from a variety of sources
- Apply psychological constructs to understand everyday life experiences

Student Learning Outcomes:

The following are a list of 7 overarching learning outcomes that I aim for you to have reached by the completion of this course:

1. Understand basic concepts of scientific methodology and their relevance to psychological inquiry.
2. Be aware that psychology is a discipline with many sub-fields or specialties.
3. Be acquainted with different mechanisms of learning, including conditioning processes, observational learning, and modeling.
4. Have an appreciation for the core issues that surround the topic of abnormal behavior and psychological disorders.
5. Have developed an appreciation for the influence of social groups and contexts on mental processes and behavior.
6. Be able to articulate and evaluate the empirical evidence supporting a scientific or formal theory.
7. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Required Course Text:



Spielman, R. M., Jenkins, W. J., & Lovett, M. (2020). Psychology 2e. OpenStax. <https://openstax.org/details/books/psychology-2e>

This is a [Zero Textbook Cost Course](#). That means all of the educational resources curated for this course will be available (legally!) for free. There will be additional, required readings that will be posted on Brightspace and distributed during class. These readings will supplement and enhance the material in the textbook. If you have any difficulty accessing the course materials (either through the links provided or on Brightspace), please don't hesitate to let me know. You can also reach out to the [IT Help Desk](#).

Equity and Inclusion Statement:

This classroom is a learning community, and every member of that community deserves to feel respected, valued, and capable of success. We all arrive with different histories, responsibilities, cultural backgrounds, and ways of learning. My goal is to create an environment where those differences are honored rather than treated as obstacles.

If something in our learning environment isn't working for you — whether it relates to pacing, access, participation, or anything else — I welcome that conversation. You do not need to justify your challenges or share personal details to receive support. We will problem-solve together.

My commitment is simple: you belong here, and your learning matters.

What I Expect of You:

- Treat each other with respect and kindness
- Show up ready to listen and engage thoughtfully
- Assume good intentions of me and each other (and I'll do the same for you, of course!)
- Challenge ideas, not people
- Take risks, make mistakes, ask questions
- Communicate early & often

What I Expect of Me (and What You Should Expect of Me):

- I will give clear instructions and examples for every assignment
- I will respond to emails within 48 hours (weekdays)
- I will provide feedback within a week
- I will treat you with respect and hold a high view of your potential
- I will make this course relevant to your real life & goals

What to Expect in This Course:

Psychology is a broad field, and in a single term we can only scratch the surface. To make our time together meaningful, we'll focus less on memorizing definitions and more on understanding the patterns, processes, and experiences that shape how people think, feel, and behave. By the end of this course, you'll have a solid scientific foundation for making sense of yourself and others — and a clearer lens for understanding the world around you.

How to Pass this Class:

There are several different types of assignments in this course. This is to help you look at the ideas & concepts presented here in several different ways and engage different parts of your thinking. That also means there are many different ways to earn points here. I'll teach you what success looks like across each of these formats. If you're ever unclear on what "good" looks like or what's expected of you, reach out to me immediately.

Reading:

Every week, I will assign sections of the class text, along with short, applied examples, case studies, and other materials. **Please read these before class**, as it will be more challenging to participate in class discussions without background information. The more you prepare, the more you'll get out of the course.

Attendance & Participation:

Please do your best to attend every class and arrive on time. If you will be more than five minutes late or will miss a class, please email me and let me know in advance. Excessive (more than four) absences will result in your withdrawal from the course.

Midterm & Final Exams:

These will be multiple choice exams, with 40 questions each. We'll discuss the exams more in class.

“Mythbusting” (Midterm) Paper:

The final paper will be a project integrating everything you've learned, and a chance to delve into any topic you found most interesting over the course of the term. You'll be asked to identify a psychological “myth” and debunk it using what you now know about psychology. This paper will be 2-3 double-spaced pages (plus references). We'll discuss the paper more in class.

“Theory in Action” Reflection (Final) Paper:

For this short, applied project, you will choose one psychological strategy or concept from class (such as a memory technique, a learning method, a motivation strategy, or a stress-reduction skill) and use it in your daily life. This paper will be 4-5 double-spaced pages (plus references). We'll discuss the paper more in class.

Quizzes & Extra Credit:

For every module, there will be a short quiz available on Brightspace. These are to help you test your understanding of the material and prepare for in-class discussions (as well as the exam). These are intentionally low-stakes and can be taken up to three times (highest score counts). Ten of them are built into your grade, and five of them are extra credit. Each quiz after the first ten adds one full percentage point to your final grade, for a total of 5 possible extra credit points.

Grading Breakdown:

Your grade will be based on your growth, effort, and demonstration of understanding across multiple types of assignments. **No single assignment defines your performance in this class.**

Attendance & Participation: 50 points (2 points each class)

Quizzes: 10 points (1 point per quiz)

Midterm Paper: 20 points

Midterm Exam: 40 points

Final Exam: 40 points

Final Paper: 40 points

Total: 200 points

Extra Credit: 5 points

Final course grades will be calculated based on the following scale:

97-100 = A+	87-89 = B+	77-79 = C+	66-69 = D
93-96 = A	83-86 = B	73-76 = C	60-65 = F
90-92 = A-	80-82 = B-	70-72 = C-	

Agenda:

This schedule may be adjusted slightly as needed to support student learning. Any changes will be announced in class and updated on Brightspace.

Week 1: Introduction to Psychology & Research Methods

Tuesday, June 23rd: Introduction to Psychology

Wednesday, Jun. 24th: Introduction to Psychology (continued)

Thursday, June 25th: Research Methods

Due this week: Read: *Psychology 2e*, Chapters 1 & 2
“Nature vs. Nurture” & “Free Will vs. Determinism”

“Mythbusting” Paper assignment distributed

“Theory in Action” Paper assignment distributed

Week 2: Research Methods, Biopsychology, & Emotion

Monday, June 29th: Research Methods (continued)

Tuesday, June 30th: Brain, Biology, and Behavior

Wednesday, July 1st: Brain, Biology, and Behavior (continued)

Thursday, July 2nd: Emotion

Due this week: Read: *Psychology 2e*, Chapter 3 & 10

Week 3: Theories of Intelligence & Learning

Monday, July 6th: Theories of Intelligence
Tuesday, July 7th: Learning
Wednesday, July 8th: Learning (continued)
Thursday, July 9th: Midterm Review
Due this week: Read: *Psychology 2e*, Chapters 6, 7 & 8
“Gardner’s Multiple Intelligences”
“What is Intelligence, Anyway?”
“What is Learned Helplessness?”

“Mythbusting” Paper due Sunday, July 12th at 11:59pm

Week 4: Quantitative Psychology, Development, and Personality

Monday, July 13th: Quantitative Methods
Tuesday, July 14th: Lifespan Development
Wednesday, Jul. 15th: Lifespan Development (continued)
Thursday, July 16th: Personality
Due this week: Read: *Psychology 2e*, Chapter 9 & 11
“Erikson’s Psychosocial Stages”
“Personality Traits”

Week 5: Social & Industrial/Organizational Psychology

Monday, July 20th: Final Paper Workshop
Tuesday, July 21st: Social Psychology
Wed., Jul. 22nd: Social Psychology (continued)
Thursday, July 23rd: Industrial/Organizational Psychology
Due this week: Read: *Psychology 2e*, Chapter 12 & 13
“Milgram’s Obedience Study”

“Stereotyping, Prejudice, and Discrimination”
“Stanford Prison Experiment Continues to Shock”

Week 6: Stress & Psychological Disorders

Monday, July 27th: Stress
Tuesday, July 28th: Psychological Disorders & Distress
Wednesday, Jul. 29th: Psychological Disorders & Distress (continued)
Thursday, July 30th: Final Review

Due this week: Read: *Psychology 2e*, Chapter 14 & 15
“The Boy Who Couldn’t Stop Washing”
“The Quiet Room”
“I Have Treatment-Resistant Depression”
“This is What a Bipolar Manic Episode Feels Like”
“My Life With Borderline Personality Disorder”

“Theory in Action” Paper due Sunday, August 2nd at 11:59pm

Finals Week

Tuesday, Aug. 4th: Final exam
Sunday, Aug. 9th: End of Summer Term

Communication & Email Policy:

You can email me at any time of day or night — I understand that many students work, care for family, or attend college under challenging conditions. I check messages during designated times and will respond within 48 hours on weekdays (usually faster).

There is no penalty for reaching out late at night or early in the morning. You do not need to apologize for your schedule or circumstances. My only request is that you contact me **before an assignment is due** if you anticipate a conflict so we can make a plan.

Academic Honesty & Integrity Statement:

Academic integrity is essential for your learning and for the trust we build as a class. All work you submit must be your own. Plagiarism, copying, unauthorized use of AI tools, or any form of cheating will be reported according to college policy.

That said, I want to be clear: My first priority is your learning. If you feel overwhelmed or stuck, come talk to me before it becomes a crisis. Most academic dishonesty happens when students feel they have no other option. **You always have options.**

If you use outside sources, including AI tools, you must credit them. If you are unsure whether something counts as plagiarism or needs citation, ask me — I'm here to help you learn the "how," not just enforce the rule.

You can view [Kingsborough's official policy on academic integrity](#) on the KBCC website.

Student & Campus Resources:

These descriptions and links are collected from the KBCC website for your reference and support. If you have questions about any of these, please do not hesitate to ask me or reach out to the office in question directly.

[Counseling & Health Services](#)

The Counseling Center provides emotional and psychological support to students as they pursue their academic and personal goals, and strive toward enhancing the quality of their experience at Kingsborough. Counseling sessions are confidential and free for all currently enrolled students.

[Access-Ability](#)

Access-Ability Services (AAS) is committed to opening doors of equal opportunity to individuals with disabilities at Kingsborough Community College. Their goal is to equalize educational opportunities and to provide access through appropriate academic accommodations.

If you have any learning needs, please let AAS (and me) know in whatever way feels comfortable to you — as soon as you possibly can.

[Women's Resource Center](#)

The Women's Center provides women on campus a place to gather, socialize, network and examine the transitioning lifestyles that will allow them to develop to their fullest potential. Its services include counseling and crisis intervention, special programs, projects, seminars and workshops, peer support groups, and a variety of other resources.

[KCC's Tutoring Services](#)

As a KCC student, you have access to free tutoring. Tutoring Services can be found in the Student Success Center, on the upper level of the Miner Memorial Library, and no appointment is necessary. Tutors are also available to answer questions through online chat and video conference during their regularly scheduled hours, as well as during any campus closures due to weather, etc.

[Safe Zone Program](#)

The Safe Zone program is designed to address the issues faced by LGBTQIA+ students, faculty, and staff, creating a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBTQIA+ issues.

[Immigration Resources and Information](#)

As the nation's largest urban public university system, CUNY is dedicated to educating and advocating for immigrant students and families. Immigration Resources exists to ensure that you know your rights and thrive in your educational journey, helping you stay safe and focused no matter your citizenship status.

[Student Emergency Funds](#)

The student emergency fund was created to provide quick response emergency grants to matriculated students in good standing with short-term financial emergencies. The goal is to empower students to continue their education, rather than being forced to take a leave of absence or to withdraw from school.