

## PSY 101 General Psychology Syllabus Fall 2014

<b>Instructor:</b> Abby Halston, Ed.D, NCC, MFT	<b>Location:</b> Schofield <b>Office Hours:</b> Wednesdays before class
<b>Email:</b> Abby.Halston@adjunct.chaminade.edu <b>Contact Number:</b> (808) 364-7970	<b>Dates:</b> October 8- December 10, 2014 <b>Times:</b> 5:30pm-9:30pm

### **Catalog Course Description**

Survey of the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior.

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences.

### **Behavioral Sciences Division Student Learning Outcomes**

Student will demonstrate an understanding of:

1. The application of the scientific method to the study of human behavior in various environmental contexts.
2. Human behavior relative to various environmental contexts.
3. Human behavior relative to adapting to various changing environmental contexts.

### **Student Learning Outcomes**

Student will demonstrate an understanding of:

1. The use of scientific methodology and research for investigating important questions relative to human behavior.
2. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior.
3. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of cognitive processes involved in human behavior.
4. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human behavior.
5. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables.
6. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of psychological disorders and their treatment.
7. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of social and cultural influences on human social behavior.

8. Knowledge of stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations.
9. The history of psychology, and knowledge of the formative and influential psychologists who developed the field.
10. Evolutionary theory and its importance for understanding the field of psychology.
11. How the Five Marianist Educational Values are integrated into the course.

### **Required Text and McGraw-Hill Connect Online Site Registration**

#### **1- Required Textbook or E-book:**

King, L, A. (2013) *The Science of Psychology*, 3<sup>rd</sup> ed. McGraw-Hill Publishers

ISBN-10: 0078035406 | ISBN-13: 978-0078035401

This book is available at the Chaminade Bookstore with special ISBN: 978130803513

This book is also available electronically through ebook rentals on various online sites

#### **2- Required Learning Management Site Access Code:**

Connect Psychology Online Access code required for this online course- Our class website:

<http://connect.mheducation.com/class/a-halston-fall-pace-2014-psy-101>

- 1- Click on Blue **Register Now** Button
- 2- Enter your email address that you will be using for this class
- 3- Enter access code that came with book or buy access code

If your book doesn't come with an online access code you will be required to purchase online code.

**Optional**= The Publication Manual of the American Psychological Association 6<sup>th</sup> edition  
ISBN: 9781433805615

### **Student Course Requirements:**

#### **1- Weekly in-class participation- 10 classes @ 5 possible per class**

Each week you will be responsible for active participation in classroom lectures, group activities, presentations, and case study reviews.

#### **2- Weekly chapter readings with Learn Smart Modules: 17 Modules @ 5 points each**

Learn Smart is an adaptive learning tool that maximizes productivity and identifies the most important learning objectives. You must complete each module with 100% accuracy to earn full points. You will be responsible to check your score in your McGraw-Hill connect gradebook report for 100% accuracy.

#### **3- Weekly Quiz- total possible quiz point total = 170**

Each week you will complete online quizzes to test your knowledge of the each chapters' core concepts. Be prepared when you open the quizzes- you have only one attempt.

#### **4- Learn Smart Labs- 5 labs @ 10 points each**

You will experience the scientific method through observing data, formulating and testing a hypothesis, communicating findings, and applying your understanding of psychology to the world.

**Structures and Functions of the Brain- Chapter 3=10/19/14 11:59pm**

**Sensation and Perception- Chapter 4=10/26/14 11:59pm**

**Operant Conditioning- Chapter 6 = 11/2/14 11:59pm**  
**Treatment of Psychological Disorders- Chapter 15=11/23/14 11:59pm**  
**Social Influence and Behavior- Chapter 13= 11/30/14 11:59pm**

**5- Research Paper- 1 @ 100 points**

For this paper you will select one psychological diagnosis from chapter 15, seek approval from professor with your top 3 research choices, and then conduct a research literature review of the psychological diagnosis that includes an overview of the disorder and research to the biological, psychological, and sociocultural factors. You will be required to synthesize 4-5 academic journal articles to be summarized in a 4-5 pages (excluding cover and reference pages) utilizing APA (American Psychological Association) style. You will also need to create a 10 minute review of your research paper via powerpoint presentation in-class on 11/19/14

**6- Final overview quiz- 1 @ 30 points**

Final quiz given in-class on week 10 and review the student learning outcomes of this course.

**Finding Journal articles-**

Academic Psychological Journals may be accessed through our Chaminade Library.

- 1- Chaminade.edu Click on Academics tab
- 2- Click on Library enter your Chaminade account information

Library tutorials may be found at:

<http://www.chaminade.edu/library/howto-tutorials.php>

Chaminade Research Help links may be found at:

[http://www.chaminade.edu/library/howto-start\\_research.php](http://www.chaminade.edu/library/howto-start_research.php)

**APA Formatting and citation-**

For this paper you are required to use APA formatting and citation. You may purchase the optional book for this course: The Publication Manual of the American Psychological Association 6th edition- ISBN: 9781433805615

OR

Utilize Purdue University Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01>

This free access online site is a user friendly site with links to answer all APA questions and provide formatting and citation examples.

Grading Rubric for Psychological Diagnoses Research Papers will earn grades based on the following rubric:	
Grade of 90 or above:  A	This grade range is assigned to papers that demonstrate excellence in content, organization, and use of APA style. Papers that earn 95 or above contain a clear sound organizational structure leading the reader to a conclusion that answers the biological, psychological, and sociocultural factors associated with the specified diagnosis. The content of these papers engages the reader and the ideas presented are insightful and supported by Psychological Journal evidence. There are few, if

	any, mechanical errors that distract from the paper's content.
Grades of 80 or above: A-	This grade range is reserved for papers that are very good, but have a few problems in some areas of researching the biological, psychological, and sociocultural factors associated with the specified diagnosis. These papers may be very well organized, contain a clear thesis statement and reflect an expressive style, but fail to make an illuminating literature review. Alternatively, they may not be supported by substantial Psychological Journal evidence, but have some problems with organization and use of APA style.
Grades of 70 or above: B	This grade range goes to papers that are solid, but not outstanding. The papers may be competent in their handling of the biological, psychological, and sociocultural factors associated with the specified diagnosis, but do not go beyond the obvious. Or, these papers could otherwise be excellent, but contain a number of distracting mechanical errors including poor use of APA style and poor use of Psychological Journal citations.
Grades of 60 or above B-	These papers do have some strengths. They may present sound ideas, but unclear to the summarization of the biological, psychological, and sociocultural factors associated with the specified diagnosis. Alternatively, they may be concisely written, but present only little evidence to support those ideas as cited by Psychological Journal article review. Papers that would ordinarily earn much higher grades, but are not edited, also earn this grade.
Grades of 50 or above C	This grade range goes to papers that are very weak, either because they do not contain the biological, psychological, and sociocultural factors associated with the specified diagnosis or because they are poorly written with errors in diction, grammar, punctuation, use of spelling, use of APA style, and no effort made towards utilization of Psychological Journal article review.
Grades below 49:	These grades go to papers that are not APA formatted with title and reference pages, or are completely unacceptable because they are full of errors in style, mechanics and organization and lack the presentation of the biological, psychological, and sociocultural factors associated with the specified diagnosis. It is usually quite obvious that these papers were written in haste with little or no effort.
Grades of 0:	These grades go to papers that contain plagiarism, or the authorship is in question. Do not go here. Students who plagiarize will receive a failing grade in the course and a memo will be sent to the Academic Dean explaining the reason for the failure. Papers not turned in will also receive a zero. IF at any time you have a concern about plagiarism, it is best practices to cite your sources!

**Course Assessment Review-**

In-class participation= 50 points= 5 possible per class session  
Learn Smart Online assignments- 85 Points= 5 Possible per chapter  
Research Paper= 100 points possible  
Weekly Quizzes= total 170 possible points  
Labs= 5 total @10 possible points= 50 points  
Final in class quiz= possible 30 points  
Total Point Value: 485 points

**Course Grading-**

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = Below 60 %

**Course Calendar: October 8, 2014- December 10, 2014****Note: NO LATE WORK WILL BE ACCEPTED!! LMS modules will lock!**

<b>Weeks 1-10 Class Dates</b>	<b>Weekly Chapters</b>	<b>DUE DATES All dates &amp; times also posted online</b>
Week 1: October 8, 2014	1	Learn Smart Module 1 = 10/15/14 5:30pm
Week 2: October 15, 2014 *In-class request for research paper topic	2 & 3	LMS 2 & 3 = 10/15/14 5:30pm Lab 3 Structures and Functions of the Brain = 10/19/14 11:59pm All Quizzes 2 & 3 = 10/19/14 11:59pm
Week 3: October 22, 2014	4 & 5	LMS 4 & 5 = 10/22/14 5:30pm Lab 4 Sensation and Perception = 10/26/14 11:59pm All Quizzes 4 & 5 = 10/26/14 11:59pm
Week 4: October 29, 2014	6 & 7	LMS 6 & 7 = 10/29/14 5:30pm All Quizzes 6 & 7 = 11/2/14 11:59pm Lab 6 Operant Conditioning = 11/2/14 11:59pm
Week 5: November 5, 2014	8 & 9	LMS 8 & 9 = 11/5/14 5:30pm All Quizzes 8 & 9 = 11/9/14
Week 6: November 12, 2014	10 & 11	LMS 10 & 11 = 11/12/14 5:30pm Quiz 10 = 11/16/14 11:59pm No Quiz for chapter 11
Week 7: November 19, 2014	15 OUT OF ORDER	LMS 15 = 11/19/14 5:30pm Psychological Diagnosis Paper 11/19/14 5:30pm In-class presentation PPT due 11/19/14 5:30pm Quiz 15 = 11/23/14 11:59pm Lab 15 Treatment of Psychological Disorders = 11/23/14 11:59pm
Week 8: November 26, 2014	12 & 13 OUT OF ORDER	LMS 12 & 13 = 11/26/14 5:30pm Lab 13 Social Influence and Behavior = 11/30/14 11:59pm All Quizzes 12 & 13 11/30/14 11:59pm
Week 9: December 3, 2014	14 & 16	LMS 14 & 16 = 12/3/14 5:30pm Quiz 16 = 12/7/14 11:59pm No Quiz for chapter 14
Week 10: December 10, 2014	17	LMS 17 = 12/10/14 5:30pm Quiz 17 = 12/10/14 5:30pm Final Quiz in class

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

### Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life.

Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing

their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

**3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

**4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.