

General Psychology 101 Syllabus Spring 2016

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| Instructor: Abby Halston, Ed.D, NCC, LMFT | Room: Schofield Barracks Room 227 |
| Email: abby.halston@adjunct.chaminade.edu Contact Number: (808) 364-7970 | Dates: Mondays- April 4 to June 6, 2016 Time: 5:30 to 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.

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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*, 3rd ed. McGraw-Hill Publishers

ISBN: 0077790200 includes Connect access code

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

Optional= The Publication Manual of the American Psychological Association 6th edition
ISBN: 9781433805615

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/d-halston-psychology-101-spring-2016>

- 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.

Student Course Requirements:

1- Attendance and class participation in exercises: 10 classes @ 10 points each

Each student is expected to attend all 10 class sessions. Class activities are designed to complement information in the text and to receive credit for participation each student will need to contribute to the class discussions and engage in group activities. It is important that you plan ahead and be prepared by completed the weekly assigned chapter readings. Please inform instructor if you will be missing a class session by email or phone.

2- Weekly Quizzes- 15 @ 20 points each

Each week you will complete online quizzes to test your knowledge of the each chapter's core concepts. Be prepared when you open the quizzes- you have only one attempt. You will receive detailed feedback the next day from when the quiz was due.

3- Weekly Psychology Find- 10 points each

Each week you will find a related media piece that was related to one topic presented in one of the assigned chapters and then upload to our Connect site. **Media examples may include news articles, magazine articles, You Tube videos, websites, etc.** Each week students will be selected to share their Psychology find with the class.

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4- **Diagnosis Research Paper- 1 @ 100 points**

For this paper you will select one psychological diagnosis from Chapter 15 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 3-4 page paper (excluding cover and reference pages) utilizing APA (American Psychological Association) style. Finally you will present your paper via a ten minute PowerPoint presentation with no more than 10 slides.

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

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.

- 5- **In-class final exam- 1 @ 15 points.** Final exam will assess the student learning outcomes listed above.

Course Assessment Review-

Attendance= 10 @ 10 = 100 points possible

Research Paper= 100 points possible

Weekly Quizzes= 15 @ 20 = 300 points possible

Weekly Psychology Find= 6 @ 10= 60 points possible

Final exam= 15 points possible

Total Point Value: 575 points

Late work will be accepted at a 50% assignment grade reduction

Course Grading-

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = Below 60

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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.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to two classes will lead to a grade reduction for the course. Any absence of three weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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.

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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.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

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.

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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

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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.

Course Calendar: All Hawaii Standard Time

Late work will be accepted at a 50% assignment grade reduction

| Weeks 1-10 Class Dates | Weekly Chapters | DUE DATES All dates & times also posted online | Due Date |
|-----------------------------------|----------------------------|---|---------------------------|
| Week 1- April 4, 2016 | 1 | Syllabus Review Lecture Chapter 1 | |
| Week 2- April 11, 2016 | 2 & 3 | Quizzes: Chapters 1, 2, & 3 Weekly Psychology Find Chapters 1, 2, or 3 | April 10, 2016 11:59pm |
| Week 3- April 18, 2016 | 4 & 5 | Quizzes: Chapters 4 & 5 Weekly Psychology Find Chapters 4 or 5 | April 17, 2016 11:59pm |
| Week 4- April 25, 2016 | 6 & 7 | Quizzes: Chapters 6 & 7 Weekly Psychology Find Chapters 6 or 7 | April 24, 2016 11:59pm |
| Week 5- May 2, 2016 | 8 & 9 | Quizzes: Chapters 8 & 9 Weekly Psychology Find Chapters 6 or 7 | May 1, 2016 11:59pm |
| Week 6- May 9, 2016 | 10 & 11 | Quizzes: Chapters 10 & 11 Weekly Psychology Find Chapters 10 or 11 | May 8, 2016 11:59pm |
| Week 7- May 16, 2016 | 12 & 13 | Quizzes: Chapter 12 & 13 Weekly Psychology Find Chapters 12 or 13 Psychological Diagnosis paper & Power Point DUE May 22, 2016 at 11:59pm | May 15, 2016 11:59pm |
| Week 8- May 23, 2016 | 15 | Quizzes: Chapter 15 Psychological Diagnosis In-class Presentation | May 22, 2016 11:59pm |
| Week 9- May 30, 2016 | | NO CLASS Memorial Day Holiday | |
| Week 10- June 6, 2016 | 17 | Quiz Chapter 17 In-class Final | June 5, 2016 11:59pm |

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Grading Rubric for Psychological Diagnosis Research Paper

| | A 5 points | B 3 points | C 2 points | D/F 0 points |
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| Focus: Purpose | Purpose is clear | Shows awareness of purpose | Shows limited awareness of purpose | No awareness |
| Main idea | Clearly presents a main idea and supports it throughout the paper. | There is a main idea supported throughout most of the paper. | Vague sense of a main idea, weakly supported throughout the paper. | No main idea |
| Organization: Overall | Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion. | Good overall organization, includes the main organizational tools. | There is a sense of organization, although some of the organizational tools are used weakly or missing | No sense of organization |
| Organization: Paragraphs | All paragraphs have clear ideas, are supported with examples and have smooth transitions. | Most paragraphs have clear ideas, are supported with some examples and have transitions. | Some paragraphs have clear ideas, support from examples may be missing and transitions are weak. | Para. lack clear ideas |
| Content | Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details. | Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific. | Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature. | Content is not sound |
| Research | Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to APA style sheet. | Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to APA style sheet. | Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in APA style. | The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to APA style, nor listed correctly on the Works Cited page. |
| Style: Sentence structure | Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation. | Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors. | Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors. | Sentences aren't clear |
| Style: Word choice, Tone | There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease. | There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper. | There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd. | No attempt at style |
| Power Point Presentation | 8- 10 slides excluding title and reference slides that reviewed the major findings of your paper. | 5-8 slides excluding title and reference slides that reviewed the major findings of your paper. | Less than 5 slides excluding title and reference slides that reviewed the major findings of your paper. | No PowerPoint presentation |

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| Grammar & Mechanics | Excellent grammar, spelling, syntax and punctuation. | A few errors in grammar, spelling, syntax and punctuation, but not many. | Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading. | Continuous errors |
|--------------------------------|--|--|---|-------------------|