

**Chaminade University of Honolulu**  
**PSY 101 General Psychology**  
**PSY-101-90-2**  
**(2019 SSE)**

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Class Time: Online      Location: CUH Canvas

***Office Hours: Monday through Friday 8:30 am to 4:30 pm. If you need to speak with me any other time, please feel free to contact me.***

**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.

**Course Description**

This course covers a wide range of theories, research and perspectives of the multifaceted science of psychology. The course will provide a historical perspective and foundation for viewing and studying the various fields of psychology.

**BS-DIV Student Learning Outcomes**

**Behavioral Science**

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts.
2. An understanding of human behavior relative to various environmental contexts.
3. An understanding of 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



- If late assignments/quizzes/final papers are uploaded, you will receive a zero (0) for that assignment regardless of reason.
- No examinations will be administered after its scheduled date (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
- Should you have a question regarding the final paper/assignment/quizzes or turning it in, please contact me as soon as possible at least **24 hours before the final paper/assignment/quiz is due.**

## Attendance

Students are expected to log in to Canvas regularly or attend all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, and or emailing the instructor as soon as possible. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor. \*Absence include not successfully logging into the canvas course website on a weekly basis.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance **(\*successfully logging into the canvas course website on a weekly basis.)** 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.

## 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.

## **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 the Counseling Center at (808) 735-4845 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.

## **Title IX Statement**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center | [808 735-4845](tel:8087354845). Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

## **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.

## Research Design in 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>

## **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.

### Tentative Course Schedule

\*Please note this is a tentative course schedule, dates and assignments may be changed and you will be notified. There will be exercises and quizzes due each week, so be attentive to the due dates. All final paper, assignments, and quizzes should be completed and uploaded on the due date no later than 11:59pm.

\*See bolded guidelines for ASSIGNMENTS/ASSESSMENTS above.

Week	Online Canvas *Activities:	Chapter Readings:	Learning Objectives:
Week 1:	<b>Welcome Review Course Syllabus</b>  <b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 1, 2	<ul style="list-style-type: none"> <li>• Explain what psychology is and describe the positive psychology movement.</li> <li>• Discuss the roots and early scientific foundations of psychology.</li> <li>• Summarize the main themes of the approaches to psychology.</li> <li>• Evaluate the areas of specialization and careers in psychology.</li> <li>• Describe the connections between the mind and the body.</li> <li>• Explain the scientific method.</li> <li>• Describe the three types of research that are used in psychology and common research settings.</li> <li>• Explain research samples and settings.</li> <li>• Distinguish between descriptive statistics and inferential statistics.</li> <li>• Describe some research challenges that involve ethics.</li> <li>• Explain the need to think critically about psychology research.</li> <li>• Describe scientific studies on health and wellness and their findings.</li> </ul>
Week 2:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 3, 4	<ul style="list-style-type: none"> <li>• Describe the parts and functions of the nervous system.</li> <li>• Explain what neurons are and how they process information.</li> <li>• Identify the brain's levels, structures, and functions.</li> <li>• State what the endocrine system is and how it affects behavior.</li> <li>• Describe the brain's capacity for recovery and repair.</li> <li>• Explain how genetics increases our understanding of behavior.</li> <li>• Describe the role of the biological foundations of human psychology in the body's stress response.</li> <li>• Describe basic principles of sensation and perception.</li> </ul>

			<ul style="list-style-type: none"> <li>• Explain how the visual system enables us to see and, by communicating with the brain, to perceive the world.</li> <li>• Understand how the auditory system registers sound and how it connects with the brain to perceive it.</li> <li>• Explain how the skin, chemical, kinesthetic, and vestibular senses work.</li> </ul>
Week 3:	<p><b>Chapter Exercises</b></p> <p><b>Chapter Quizzes</b></p>	Chapter 5, 6	<ul style="list-style-type: none"> <li>• Discuss the nature of consciousness.</li> <li>• Explain the nature of sleep and dreams.</li> <li>• Evaluate the uses and types of psychoactive drugs.</li> <li>• Describe learning.</li> <li>• Explain classical conditioning.</li> <li>• Explain operant conditioning.</li> <li>• Understand observational learning.</li> <li>• Describe the role of cognition in learning.</li> <li>• Identify biological, cultural, and psychological factors in learning.</li> <li>• Describe how principles of learning apply to health and wellness.</li> </ul>
Week 4:	<p><b>Chapter Exercises</b></p> <p><b>Chapter Quizzes</b></p>	Chapter 7, 8	<ul style="list-style-type: none"> <li>• Identify the process of memory.</li> <li>• Explain how memories are encoded.</li> <li>• Discuss how memories are stored.</li> <li>• Summarize how memories are retrieved.</li> <li>• Describe how the failure of encoding and retrieval are involved in forgetting.</li> <li>• Evaluate study strategies based on an understanding of memory.</li> <li>• Identify the multiple functions of memory in human life.</li> <li>• Describe cognitive psychology and discuss the role of the computer in the development of the field.</li> <li>• Explain the processes involved in thinking and describe capacities related to superior thinking.</li> <li>• Describe intelligence and its measurement and discuss influences on and types of intelligence.</li> <li>• Identify the possible connections between language and thought and summarize how language is acquired and develops.</li> <li>• Discuss the importance of cognitive appraisal with respect to stress and describe various styles of coping.</li> </ul>

Week 5:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 9	<ul style="list-style-type: none"> <li>• Explain how psychologists think about development.</li> <li>• Describe children’s development from prenatal stages to adolescence.</li> <li>• Discuss adult development and the positive dimensions of aging.</li> <li>• Kohlberg’s Moral Development</li> <li>• Discuss important factors in successful adult psychological</li> </ul>
Week 6:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 12	<ul style="list-style-type: none"> <li>• Define personality and summarize the psychodynamic perspectives.</li> <li>• Describe humanistic perspectives.</li> <li>• Describe the trait perspectives.</li> <li>• Describe the personological and life story perspectives.</li> <li>• Describe the social cognitive perspectives.</li> <li>• Describe the biological perspectives.</li> <li>• Characterize the main methods of personality assessment</li> <li>• Summarize how personality relates to health and wellness.</li> </ul>
Week 7:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 13	<ul style="list-style-type: none"> <li>• Describe how people think about the social world.</li> <li>• Describe social behavior, particularly altruism and aggression.</li> <li>• Identify how people are influenced in social settings.</li> <li>• Discuss intergroup relations.</li> <li>• Explain the nature of close relationships.</li> <li>• Describe social processes affecting health and wellness.</li> </ul>
Week 8:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 14	<ul style="list-style-type: none"> <li>• Discuss the roots and evolution of industrial and organizational psychology.</li> <li>• Describe the perspectives and emphases of industrial psychology.</li> <li>• Identify the main focus of organizational psychology and describe important business factors that organizational researchers have studied.</li> <li>• Define organizational culture and describe factors relating to positive and negative workplace environments.</li> <li>• Name some common sources of job-related stress and cite strategies for coping with stress in the workplace.</li> </ul>

Week 9:	<b>Chapter Exercises</b>  <b>Chapter Quizzes</b>	Chapter 15	<ul style="list-style-type: none"> <li>• Define the characteristics, explanations, and classifications of abnormal behavior.</li> <li>• Distinguish amongst the various anxiety and anxiety-related disorders.</li> <li>• Compare disorders involving mood and emotion.</li> <li>• Describe the dissociative disorders.</li> <li>• Characterize schizophrenia.</li> <li>• Identify the behavior patterns typical of personality disorders.</li> </ul>
Week 10	<b>Final Exam Paper</b>		<b>*See Final Paper requirements in Canvas and Rubric attached to syllabus</b>

## Final Paper Rubric:

Score Levels	<b>Content</b>	<b>Conventions</b>	<b>Organization</b>
<b><u>90-100</u></b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the question of the paper</li> <li>• Reflects application ALL of the 5 learning objectives and how it affects the past, present, or future in their personal, professional, and/or academic experiences</li> <li>• Has clear examples that is related/connected to the EACH of the 5 learning objectives</li> <li>• There is an example of both 1 Marianist Educational Value and the important of the Scientific Method in psychological research.</li> </ul>	<ul style="list-style-type: none"> <li>• No spelling, grammatical, or punctuation errors</li> <li>• High-level use of vocabulary and word choice</li> <li>• Followed (3) page or more, 1 inch margin, double spaced, 12pt Times Roman guidelines for paper</li> </ul>	<ul style="list-style-type: none"> <li>• Information is clearly focused in an organized and thoughtful manner</li> <li>• Information is constructed in a logical pattern to support the theme of the paper</li> </ul>
<b><u>89-80</u></b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the question of the paper</li> <li>• Reflects application at least 4 of the learning objectives and how it affects the past, present, or future in their personal, professional, and/or academic experiences</li> <li>• Has examples that is related/connected to at least 4 of the 5 learning objectives</li> <li>• There is an example of both 1 Marianist Educational Value and the important of the Scientific Method in psychological research.</li> </ul>	<ul style="list-style-type: none"> <li>• Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>• Good use of vocabulary and word choice</li> <li>• Followed some of the (3) page or more, 1 inch margin, double spaced, 12pt Times Roman guidelines for paper</li> </ul>	<ul style="list-style-type: none"> <li>• Information supports the solution to the challenge or question</li> </ul>
<b><u>79-70</u></b>	<ul style="list-style-type: none"> <li>• Supports the question of the paper</li> <li>• Reflects application at least 3 of the learning objectives and how it affects the past, present, or future in their personal, professional, and/or academic experiences</li> <li>• Has examples that is hardly related/connected to at least 3 of the 5 learning objectives</li> <li>• There is an example of 1 Marianist Educational Value</li> <li>• Has a few factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>• Low-level use of vocabulary and word choice</li> <li>• Did not follow the (3) page or more, 1 inch margin, double spaced, 12pt Times Roman guidelines for paper</li> </ul>	<ul style="list-style-type: none"> <li>• Project has a focus but might stray from it at times</li> <li>• Information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>• Information loosely supports the question</li> </ul>

Score Levels	<u>Content</u>	<u>Conventions</u>	<u>Organization</u>
<b><u>69-0</u></b>	<ul style="list-style-type: none"> <li>• Provides inconsistent information for the question of the paper</li> <li>• Has no apparent application of critical thinking</li> <li>• Has no clear examples</li> <li>• Has NO examples that is related/connected to at least 2 of the 5 learning objectives</li> <li>• Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• More than 5 spelling, grammatical, or punctuation errors</li> <li>• Poor use of vocabulary and word choice</li> <li>• Did not followed some of the (3) page or more, 1 inch margin, double spaced, 12pt Times Roman guidelines for paper</li> </ul>	<ul style="list-style-type: none"> <li>• Content is unfocused and haphazard</li> <li>• Information does not support the solution to the challenge or question</li> <li>• Information has no apparent pattern</li> </ul>

