

Chaminade University
PSY101 General Psychology
Summer I, 2020
May 18 – June 26th, 2020

Instructor

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Biography: Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and a professor in the Psychology Department. He is a community psychologist with research interests in the areas of anger/aggression/violence; developmental disabilities; drug and alcohol prevention; and childhood behavioral difficulties.

Textbook

Schacter, D.L., Gilbert, D.T., Wegner, D.M., & Nock, M.K. (2020). Psychology (5th Edition), New York, NY: Worth Publishers. You can purchase access the ebook and Launchpad site (where the course materials are - including the quizzes and Learning Curve activities) by going to <https://www.macmillanhighered.com/launchpad/schacter5e/13548905> (Links to an external site.) and following the instructions. Note: If you purchase a hard copy of the textbook from an outside source, you may still have to purchase access to the Launchpad site (which includes an ebook) so you will be paying for the book twice. Please see the message at the end of the syllabus for Launchpad registration instructions.

Course Description

This course introduces human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning and memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

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.

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.

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.

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> (Links to an external site.)

Title IX Compliance

Chaminade University of Honolulu 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.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students With Disabilities

Chaminade University 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 735-4845 or, 739-4603, (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.

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.

Graded Assessments

1. Launchpad Learning Curve – (235 points max) Launchpad is a site that contains an ebook as well as activities, quizzes and other resources. For each section of the book there is a Learning Curve module which is designed to help you learn the content. At the end of the term, I will transfer your total learning curve score into the Canvas Gradebook.

2. Launchpad Quizzes (80 points max) For each chapter in the book there is a chapter quiz which will assess what you have learned in the chapter. At the end of the term, I will transfer your total quiz scores into the Canvas Gradebook.

3. Activities (5 @ 25 points each) - Five activities for the term are posted in Canvas. For each activity, you should read the instructions and complete the activity and make sure to submit it by Sunday night of the week that it is assigned.

4. Final Integrative Paper (1 @ 100 points)- At the end of the term, you should write a 5-page paper discussing what you feel are the most important things you have learned during the semester. In your paper you should describe why you feel that the points you identified are important to you and how they may apply to your life. Deposit our completed paper in the dropbox on Canvas by June 26th.

5. Discussions - There are weekly discussion questions for weeks 1 through 5. They will be available on Monday each week. By Thursday, everyone should respond to the prompt and then between Thursday and Sunday, everyone should respond to at least two of your classmates posts

TOTAL POSSIBLE POINTS = 440 points

Grades

Grades will be assigned according to the quality of the work produced using a straight percentage format.

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

below 59% = F

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Weekly Assignments

*IMPORTANT – Everything for each week is due by Sunday night of that week at 11:59 pm. For each chapter there are multiple Learning Curve modules that need to be completed as well as chapter quizzes for each chapter. The Launchpad website also contains lots of supplemental materials including videos which I encourage you to utilize in order to get the most out of this course. I also suggest that before you read each chapter, you review the PowerPoint slides which you can find in the "Files" tab over on the left side of this page.

<u>Week</u>	<u>Chapter</u>	<u>Assignments</u>
#1: May 18	Psychology: The evolution of Science; and Methods of Psychology	

Launchpad - Complete Chapters 1 & 2

Complete Activity #1

Week 1 Discussion

#2: May 25	Neuroscience and Behavior; Sensation and Perception; and Consciousness	
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Launchpad - Complete Chapters 3 - 5

Complete Activity #2

Week 2 Discussion

#3: June 1	Memory; Learning; and Emotion and Motivation	
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Launchpad - Complete Chapters 6 - 8

Complete Activity #3

Week 3 Discussion

#4: June 8 Language and thought; Intelligence; and Development

Launchpad - – Complete Chapters 9 - 11

Complete Activity #4

Week 4 Discussion

#5: June 15 Personality; and Social Psychology; and Stress and Health

Launchpad - Complete Chapters 12 - 14

Complete Activity #5

Week 5 Discussion

#6: June 22 Psychological Disorders; and Treatment of Psychological Disorders

Launchpad - Complete Chapters 15 & 16 (Due by Friday, June 26th)

Submit Final Integrative Paper by June 26th

Dear Students,

My LaunchPad course is open for registration. When you create a LaunchPad account, you will get free access to the course for 14 days. You can purchase full access or redeem an access code once you are logged in.

You will need to use the same LaunchPad account for the duration of the course because your grades are linked to your registered email address. Please use the "Forgot Password" link on the Sign In page if you run into trouble.

To enroll, please go to <https://www.macmillanhighered.com/launchpad/schacter5e/13548905> (Links to an external site.)

Looking forward to having you in class!

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For assistance, please visit: <https://macmillan.force.com/macmillanlearning>

