



# Chaminade University OF HONOLULU

## Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PSY 101-02-1

**Course Title:** General Psychology

**Department Name:** Psychology

**College/School/Division Name:** School of Education & Behavioral Sciences

**Term:** Spring 2021

**Course Credits:** 3

**Class Meeting Days:** TTh

**Class Meeting Hours:** 11:30am-12:50pm

**Class Location:** Online (optional synchronous Zoom class; recorded lectures on Canvas)

**Instructor Name:** Blendine P. Hawkins, Ph.D., LMFT

**Email:** [blendine.hawkins@chaminade.edu](mailto:blendine.hawkins@chaminade.edu)

**Phone:** 808.739.7495

**Office Location:** Behavioral Science Building, Room 118

**Office Hours:** By appointment- please feel free to email me to set up a time to meet

### University Course Catalog 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.

### Course Overview

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.

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'ea (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'ea 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'ea 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'ea 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ea ('Olelo No'ea 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'ea 203) All knowledge is not taught in the same school

## Required Learning Materials

Myers, D.G. (2016). *Exploring psychology* (10th Ed.). New York, NY: Worth Publishers

### Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### General Education Learning Outcomes (GLO)

1. Critical Thinking
  - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
  - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

### Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

## 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.

## Articulation of Characteristics and Values

PSY 101 General Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in our capstone project.

## Student Learning Outcomes (SLO)

Upon completion of this course, students will:

1. use scientific methodology and research for investigating important questions relative to human behavior (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)
2. explain the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior (PLO 1).
3. explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of cognitive processes involved in human behavior (PLO 1).
4. explain 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 (PLO 1).
5. explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables (PLO 1).
6. explain the major theories, concepts, and research findings that represent the scientific perspective in the study of psychological disorders and their treatment (PLO 1).
7. explain the major theories, concepts, and research findings that represent the scientific perspective in the study of social and cultural influences on human social behavior (PLO 1).
8. describe stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations (PLO 1, PLO 4).
9. identify the history of psychology, and knowledge of the formative and influential psychologists who developed the field (PLO 1).
10. explain evolutionary theory and its importance for understanding the field of psychology (PLO 1, PLO 4).
11. explain how the Five Marianist Educational Values are integrated into the course (PLO 4).

## Course Approach:

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.

- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

#### Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

#### Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

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**Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

**Assessment**

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Assessment	Description	Points	Applicable SLO
Chapter Review Discussions	Throughout the term, students are expected to engage in online discussions with their peers on Canvas about the topics covered in the chapter and lecture. Questions will be provided to the students and they will post an initial response by the end of the day Wednesday, and one response to their peer by Fridays. Each post should contain 5 or more sentences. Your first post must contain a reference to the content from your reading that week for you to receive full points. I encourage you to critically think about your answer prior to posting. Please post something substantive, meaning, “Of Substance.” Write clearly and concisely. Please be respectful of your fellow students. If you disagree with someone, make constructive comments to support your answer. Cultivate a lively, respectful, and enjoyable learning dialogue. NOTE: NO late discussion postings will be accepted, as the instructor closes the forum each week. Once the conversation ends, we move on to another topic. Remember, you will see one post per week – you will need to respond once with a question, and respond once to a group member’s posts.	70 pts (7x10pts)	1-11

Labs	Labs are designed to complement and illustrate significant concepts within the chapters; you will work individually, in dyads or in groups to complete lab reports. There will be 3 Lab projects with deliverables (e.g. experiment reports, short reflections, compiled references, etc.). Each Lab deliverable will be worth 20 points.	60 pts	1, 2, 3, 4, 7, 10, 11
Midterm 1	All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet. When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam). The midterm 1 is cumulative, week 1 to week 5.	60 pts	1, 2, 3, 4, 9
Midterm 2	The midterm 2 is cumulative, week 6 to week 10. All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet. When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam).	60 pts	1, 2, 3, 4, 5, 9
Final Exam	The final is cumulative, week 1 to week 15. All exams are open book, open notes. The exam will be delivered online however students should not refer to google or copy and paste answers from the electronic textbook or the internet. When discovered that a student has copied and pasted exam answers (plagiarism), the student will immediately lose half of all the points for the entire exam (for example if the student earned 84% on the exam they will instead receive 42% for the exam).	100 pts	1-11
CAPSTONE PROJECT Research Paper (100pts) and Presentation (40pts)	For this research paper, students may choose to work individually or in groups of 2-3. Grading rubric and more instructions will be provided on Canvas. Each student will develop a research question or hypothesis based on a topic that was covered in this PSY 101 General Psychology course (pick a topic that intrigues you and/or one that you've identified as an area of need). After your research question or hypothesis has been approved by the course instructor you will: <ul style="list-style-type: none"> <li>- Conduct a thorough literature review and examination on your topic (sources can be peer-reviewed journals, credible websites, interviews, and observations).</li> <li>- Based on your findings from your literature review, you will:</li> <li>- Provide evidence that speaks to your topic from multiple perspectives; and</li> <li>- Provide an analysis of the information/data.</li> <li>- You will develop an evidence-driven decision responding to your research question or hypothesis. In addition, you will document your reflection of your findings that will include your thoughts on the implications and/or consequences of</li> </ul>	100 pts	2, 3, 6, 8

	<p>your evaluation.</p> <p>This research paper will be no less than 8 full pages, double-spaced, 12 pt Times New Roman font, written using APA style. Your paper will also include a title page and reference page that does not count towards your page count. You must have a minimum of 10 credible sources. A reference list is required.</p> <p>Each group will record/construct a video presentation summarizing their Capstone project. Students may use any number of video animated programs or may record themselves talking about the project. The video must be between 3-5 minutes in length. The videos will be played in class (over zoom) on week 13.</p>	50 pts	
Extra Credit	Throughout the term you will be able to earn extra credit by participating in two research opportunities (there will be more than 2 options). To		

<b>Grading</b>		<b>Grading Scale</b>	
Chapter Review Discussions	70	A = 90-100 %	450-500
Labs	60	B = 80-89 %	400-449
Midterm Exam 1	60	C = 70-79 %	350-399
Midterm Exam 2	60	D = 60-69 %	300-349
Final Exam	100	F = Below 60 %	299↓
Capstone Paper	100	The instructor will determine the final grade for all students based on this Grading Scale.	
Capstone Presentation	50		
<b>Total Points</b>	<b>500</b>		

**Class Policies:**

- Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
- If you are having side conversations, distracting your peers, using technology excessively and not related to the course content, or not participating in class activities and discussions, you will not receive full points for 'Attendance & Participation'.
- Please contact me BEFORE an assignment is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignment.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation
- No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.

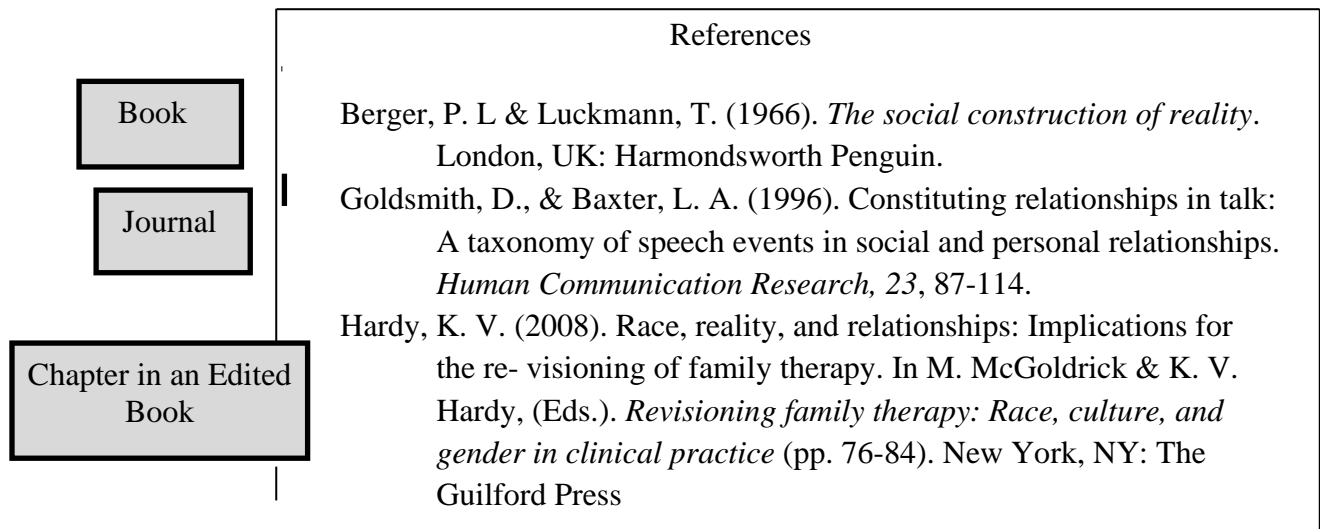
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl <a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a>	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl <a href="https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author">https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author</a>	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

**Citations and Reference**

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:



- Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: “Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.  
Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition. The Purdue website can also be helpful:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:



1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

### **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.

**Plagiarism:** "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made 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. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

### **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. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). 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 more than a week of classes may lead to a grade reduction for the course. Any absence of two 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.

**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.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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 more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

### **Marianist Educational Values**

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

#### 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.

### 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.

### 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.

### 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.

### 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.

### Schedule

Date	Topic	Class Activity	Readings Due:	Assignments Due:
Week 1: Tuesday 2/2/21	Review Course Syllabus	Welcome Introduction to Psychology Chapter 1: Thinking Critically With Psychological Science	Ch. 1	
Week 1: Thursday 2/4/21	Psychology, scientific attitude critical thinking, research methods, evolution, & nature vs nurture	Chapter 1		Submit Chapter Review Discussions by Wednesday and by Friday
Week 2: Tuesday 2/9/21	Neural & Hormonal Systems, Tools of Discovery, The Cerebral Cortex	Chapter 2: The Biology of Behavior	Ch. 2	
Week 2: Thursday 2/11/21	Acting & Resting Potential in Neurons	Chapter 2  Lab 1: Constructing an experiment		Submit Chapter Review Discussions by Wednesday and by Friday
Week 3: Tuesday 2/16/21	Consciousness, Sleep & Dreams	Ch. 3: Consciousness and the Two-Track Mind	Ch. 3	
Week 3: Thursday 2/18/21	Hypotheses/Research Questions			<b>Lab 1 Submit Report</b>
Week 4: Tuesday 2/23/21	Drugs & Consciousness  Sensation & Perceptions, Vision & Nonvisual senses	Ch. 6: Sensation & Perception	Ch. 6	
Week 4: Thursday 2/25/21	Non-perceiving sensations	Lab 2: The Senses		Submit Chapter Review Discussions by Wednesday and by Friday
Week 5: Tuesday 3/2/21	Classical Conditioning, Operant Conditioning, Biology, Cognition & Learning	Ch. 7: Learning  <b>In-class Discussion of Capstone Project</b>	Ch. 7	
Week 5: Thursday 3/4/21	Review for Midterm			Submit Chapter Review Discussions by Wednesday and by Friday
Week 6: Tuesday 3/9/21	<b>MIDTERM 1 (CHAPTERS 1, 2, 3, 6, 7) Notify Instructor of Groups and Topic for Capstone Project</b>			
Week 6: Thursday 3/11/21	Studying & Encoding Memories, Storing & Retrieving Memories	Ch. 8: Memory	Ch. 8	
Week 7: Tuesday 3/16/21	Influences on Intelligence	Ch. 9: Thinking, Language, & Intelligence	Ch. 9	

Week 7: Thursday 3/18/21	Memory and Language	Ch. 8 & 9		Submit Chapter Review Discussions by Wednesday and by Friday
Week 8: Tuesday 3/23/21	Prenatal Development	Ch. 4: Developing Through the Life Span	Ch. 4	
Week 7: Thursday 3/25/21	Adolescence & Adulthood			Submit Chapter Review Discussions by Wednesday and by Friday
Week 9: Tuesday 3/30/21	Sex, gender, testosterone, puberty, gender roles, gender identity, transgender	Ch. 5: Gender and Sexuality	Ch. 5	
Week 9: Thursday 4/1/21	Motivational concepts, Hunger, Theories & Physiology of Emotion	Ch.10: Motivation & Emotion	Ch. 10	Lab 2 Submit Report
Week 10: Tuesday 4/6/21	MIDTERM 2 (CHAPTERS 8, 9, 4, 5, 10)			
Week 10 Thursday 4/8/21	Stress & Illness, Health & Happiness	Ch. 11: Stress, Health & Human Flourishing	Ch. 11	
Week 11: Tuesday 4/13/21	Social Thinking & Influence, Antisocial Relations, Prosocial Relations	Ch. 12: Social Psychology  Plan for Lab 3	Ch.12	
Week 11: Thursday 4/15/21	Classic & Contemporary perspective on Personality	Ch. 13: Personality	Ch. 13	Submit Chapter Review Discussions by Wednesday and by Friday
Week 12: Tuesday 4/20/21	Diagnoses and Disorders	Ch. 14 Psychological Disorders	Ch. 14	Lab 3 Submit Report
Week 12: Thursday 4/22/21	Psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory	Ch. 15: Therapy	Ch. 15	
Week 13: Tuesday 4/27/21	Course Review			Class Viewing of Capstone Video Presentations
Week 13: Thursday 4/29/21	Course Review			Class Viewing of Capstone Video Presentations
Week 14	FINAL EXAM (CHAPTERS 1-3, 11-15)			

\* Syllabus is subject to change by instructor according to class needs.