



## **PSY 101 General Psychology**

**Fall 2024**

Class Time: MWF 1:30a – 2:20p

Location: Behavioral Science Building 101

**Instructor:** Sheena Galutira

**Email:** sheena.galutira@chaminade.edu

**Office Telephone:** 808-739-8557

**Office:** BS 106

**Office Hours:** By appointment

### **Required Text**

Myers, D.G. & DeWall, N.C. (2022). Exploring psychology (12th Ed.). New York, NY: Worth Publishers

### **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.

### **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 to Change. Through psychology we understand why we do what we do and think what we think. Marianist universities readily adapt and change their methods. PSY 101 General Psychology focuses on the development of:

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

Through weekly discussions and the capstone project, the attributes above will be demonstrated.

### **Course Learning Outcomes (CLO):**

Upon completion of this course, students will:

1. 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 cognition and behavior (PLO 1).
2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO2).

### **Course Approach:**

Although this is an in-person class, we will be incorporating an online seminar approach. We will be using class discussions via our online Learning Management System Canvas. In order to have informed discussions, students must complete the readings prior to posting any discussion material. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. 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 on Canvas. This seminar will require a fair amount of reading and documentary viewing, so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections. This allows for a more coherent participation in the seminar discussions. Although specific readings or media will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

**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 video from some external websites or files posted within this course in the Doc Sharing section. You should have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this class if you will not have reliable internet access.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format (via Real Player, Media Player, or similar) as well as Acrobat Reader in order to read .pdf files. These can be downloaded without additional costs.

**Assessment**

<b>Assignments</b>	<b>Points</b>	<b>CLO</b>
Who Am I	5 points	N/A
Discussion Question Responses	55 points (11 * 5 points each)	1, 3
Discussion Participation	55 points (11 * 5 points each)	1, 3
Capstone Topic First Draft	15 points	2
Capstone Presentation	20 points	1, 2, 3
Capstone Paper	75 points	1, 2, 3
Mid-Term Exam	100 points	1, 2, 3
Final Exam	200 points	1, 2, 3
<b>Total Possible Points</b>	<b>525 points</b>	

**Grading Scale**

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the Friday of the week as specified in this syllabus. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.*

**Description of the Assessments:**

<b>Assessment</b>	<b>Description</b>	<b>Points</b>	<b>GLOs, CLOs, PLOs, Values</b>
<b>Who Am I?</b>	<p>This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily.</p> <ul style="list-style-type: none"> <li>• Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.)</li> <li>• What is your name? What do you prefer to be called? What are your pronouns?</li> <li>• Share a little about yourself. What is something interesting about you that I haven't asked you about yet?</li> <li>• What kind of career are you interested in?</li> <li>• If grades were not a factor, how would you know that you did well in this class?</li> <li>• How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why?</li> </ul> <p>Your response will be submitted in a Canvas Discussion thread.</p>	5 pts	N/A
<b>Discussion Response</b>	<p>Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than <b>200 words</b> in length. Post your discussion response directly to Canvas. <b>Do not post as an attachment.</b> This will make it easier for everyone to</p>	55 points (11 * 5 pts each)	GLO: 1, 2 CLO: 1, 3 PLO: 1, 2, 3, 4 Marianist Values: 5

	see your response. List your sources at the bottom of your post using APA formatting.		Hawaiian Values: 5
<b>Discussion Participation</b>	<p><i>Participation Requirement</i> - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. You might want to respond to posts that are different from your ideas. For full participation credit you are required to contribute a total of at least one (1) substantive response each week.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <b><i>well written</i></b>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.</li> <li>▪ <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed.</li> <li>▪ <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.</li> <li>▪ <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere.</li> <li>▪ <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.</li> </ul>	55 points (11 * 5 pts each)	GLO: 1, 2 CLO: 1, 3 PLO: 1, 2, 3, 4 Marianist Values: 5 Hawaiian Values: 5
<b>Capstone Project Topic and Partial Literature Review First Draft</b>	<p>Each student will develop a research question or hypothesis based on a topic that relates to this PSY 101 General Psychology course (pick a topic that intrigues you, you are curious about, and/or one that you have identified as an area of need). It is helpful to use the textbook to get ideas on a topic. The research question or hypothesis should be clear.</p> <p>Based on the chosen topic students will conduct a literature review and write a paper on the background of the chosen topic. This first draft should be your introduction and part of your literature review.</p> <p>This paper is a partial literature review first draft and will be used as part of your final Capstone Project Paper. This paper will be at minimum 2 pages in length, double-spaced, 12 point font, in APA format. This paper will also include a title page and reference page that does not</p>	15 pts	GLO: 1, 2 CLO: 1, 2, 3 PLO: 1, 2, 3, 4 Marianist Values: 5 Hawaiian Values: 5

	<p>count towards the page count. You must have a minimum of 4 credible sources.</p> <p>Resources: How to write a strong hypothesis: <a href="https://www.scribbr.com/methodology/hypothesis/">https://www.scribbr.com/methodology/hypothesis/</a></p> <p>Research questions, hypotheses and objectives: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2912019/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2912019/</a></p>		
<p><b>Capstone Project Paper</b></p>	<p>After completing the first draft you will add on to the first draft paper by continuing to conduct a thorough literature review and examination on your topic (sources can be peer-reviewed journals, credible websites, interviews, and observations). It is important that you incorporate any recommended edits from the first draft.</p> <p>Provide evidence that speaks to your topic from multiple perspectives; and provide an analysis of the information/data. 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 your evaluation.</p> <p>The Capstone paper should include:</p> <ul style="list-style-type: none"> <li>• Introduction - What is your topic and why did you choose the topic? Clearly define your research question or hypothesis.</li> <li>• Literature Review – What does the literature say about the topic? Include a thorough history and current understanding of the topic. Use evidence from multiple sources to support or not support your hypothesis or research question. Evidence must be cited in APA format.</li> <li>• Discussion – Utilize your critical thinking skills to clearly and concisely discuss your research findings in relation to your hypothesis or research question.</li> <li>• Reflection – Reflect on your findings. Include implications for future research, limitations, and the importance of your hypothesis or research question.</li> </ul> <p>This research paper will be no less than 8 full pages, double-spaced, 12 pt Times Roman or Arial type of font, written using APA style. Your paper will also include a title page and reference page that does not count towards your page count.</p> <p>You must have a minimum of <b>10 credible sources</b>. Interviews with social service professionals can count towards this requirement. A reference list is required in your presentation.</p> <p>APA formatting tutorial: <a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a></p> <p><i>Assignment Characteristics for Capstone Project Paper and Presentation:</i></p> <p>Pedagogical Method - Experiential learning: Students will identify an area of interest and/or need, develop a research question or hypothesis to gain a deeper understanding of their topic, and an action plan on appropriate next steps to address their inquiry-based project.</p> <p>X Factor Element – Finding Happiness: Students will develop a deeper understanding on a psychological issue that they are interested in. They will discover the feeling of empowerment as they develop their</p>	<p>75 points</p>	<p>GLO: 1, 2 CLO: 1, 2, 3 PLO: 1, 2, 3, 4 Marianist Values: 5 Hawaiian Values: 5</p>

	<p>skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways).</p> <p>Student Ideas – Long-Term Project: This capstone project is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone paper and presentation.</p>		
<b>Capstone Project Presentation</b>	<p>Each student will present their findings to the class on the date specified in the course syllabus. The presentation should be approximately <u>5 minutes in length</u> and be a summary of the capstone project paper.</p> <p>Presentations can include any visuals appropriate to your capstone project paper which could include slides, graphs, photos, etc. Pick a method that works best for you.</p>	20 points	GLO: 1, 2 CLO: 1, 2, 3 PLO: 1, 2, 3, 4 Marianist Values: 5 Hawaiian Values: 5
<b>Midterm Exam</b>	The midterm exam will cover chapters 1, 2, 3, 6, 7, 8, 10, 11, and class lectures.	100 pts	GLO: 2 CLO: 1, 3 PLO: 1 Marianist Values: 5 Hawaiian Values: 5
<b>Final Exam</b>	The final exam will be a comprehensive exam covering the entire text.	200 pts	GLO: 2 CLO: 1, 3 PLO: 1 Marianist Values: 5 Hawaiian Values: 5

### 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
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	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 References

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” (Doe, 2020, 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/>

## **Attendance**

Students are expected to attend regularly 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 emailing the instructor or calling the instructor’s office (808-739-8557). 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.

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.

## **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.

## **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.

This is a three-credit hour course requiring 135 clock hours of student engagement, pre the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing and revising the research paper, 8 hours studying for the midterm exam, and 10.5 hours studying for the final exam. There will be an

additional 39 hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2.5 hours per week.

**Note:** There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the [Rice University Center for Teaching Excellence](#).

### **Tutoring and Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:

- Student Services Building, Monday-Friday, 8:30am-4:30pm
- Email: [ada@chaminade.edu](mailto:ada@chaminade.edu)
- Phone: 808-739-7305

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

- Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)
- Phone: 808-739-8305

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**



Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **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:

##### **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.

#### **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'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 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'eau 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'eau 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'eau ('Olelo No'eau 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'eau 203) All knowledge is not taught in the same school

**\*\*Tentative Course Schedule**

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: Monday	Welcome Review Course Syllabus Introduction to Psychology and to our fellow learners Chapter 1 Thinking Critically with Psychological Science <b>Key Concepts: psychology, scientific attitude, critical thinking, research methods, evolution, &amp; nature vs nurture</b>	Chapter 1	
Week 1: Wednesday	Chapter 1 Thinking Critically with Psychological Science		
Week 1: Friday	Chapter 1 Thinking Critically with Psychological Science Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Who Am I Discussion 1
Week 2: Monday	Chapter 6 Sensation and Perception <b>Key Concepts: sensation, perception, bottom-up processing, top-down processing, &amp; parallel processing</b> Chapter 7 Learning <b>Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, &amp; observational learning</b>	Chapter 6 & 7	
Week 2: Wednesday	Chapter 6 Sensation and Perception Chapter 7 Learning		
Week 2: Friday	Chapter 6 Sensation and Perception Chapter 7 Learning Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 1 Participation Discussion 2
Week 3: Monday	<b>Labor Day Holiday</b> <b>NO CLASS</b> Chapter 8 Memory <b>Key Concepts: encoding, storage, retrieval, &amp; effortful processing</b>	Chapter 8	

Week 3: Wednesday	Chapter 8 Memory		
Week 3: Friday	Chapter 8 Memory  Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 2 Participation  Discussion 3
Week 4: Monday	Chapter 10 Motivation and Emotion  <b>Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, &amp; Maslow's hierarchy of needs</b>	Chapter 10	
Week 4: Wednesday	Chapter 10 Motivation and Emotion		
Week 4: Friday	Chapter 10 Motivation and Emotion  Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 3 Participation  Discussion 4
Week 5: Monday	Chapter 3 Consciousness and the Two-Track Mind  <b>Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, &amp; addiction</b>	Chapter 3	
Week 5: Wednesday	Chapter 3 Consciousness and the Two-Track Mind  Research and Hypothesis		
Week 5: Friday	Chapter 3 Consciousness and the Two-Track Mind  Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 4 Participation  Discussion 5
Week 6: Monday	Capstone Project Topic and Partial Literature Review First Draft		
Week 6: Wednesday	Capstone Project Topic and Partial Literature Review First Draft		
Week 6: Friday	Capstone Project Topic and Partial Literature Review First Draft		Discussion Question 5 Participation  Discussion 6

			Capstone Topic and First Draft Due
Week 7: Monday	Chapter 11 Stress, Health, and Human Flourishing  <b>Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, &amp; internal locus of control</b>  <b>Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication</b>	Chapter 11	
Week 7: Wednesday	Chapter 11 Stress, Health, and Human Flourishing		
Week 7: Friday	Chapter 11 Stress, Health, and Human Flourishing  Work on Capstone Project, complete assigned readings, and assignments listed in Canvas  Review for Midterm (chapters 1, 2, 3, 6,7, 8, 10, 11 and class lectures)		Discussion Question 6 Participation  Discussion 7
Week 8: Monday	Chapter 2 The Biology of Behavior  <b>Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, &amp; limbic system</b>	Chapter 2	
Week 8: Wednesday	Chapter 2 The Biology of Behavior  Review for Midterm (chapters 1, 2, 3, 6,7, 8, 10, 11 and class lectures)		
Week 8: Friday	<b>Midterm Exam</b>		Discussion Question 7 Participation  <b>Midterm Exam</b>
Week 9: Monday	<b>Indigenous People's/Discoverers' Day Holiday</b>  <b>NO CLASS</b>  Chapter 4 Developing Through the Life Span	Chapter 4	
Week 9: Wednesday	Chapter 4 Developing Through the Life Span  <b>Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, &amp; Kohlberg</b>		

Week 9: Friday	Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion 8
Week 10: Monday	Chapter 5 Gender and Sexuality  <b>Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, &amp; sexual orientation</b>	Chapter 5	
Week 10: Wednesday	Chapter 5 Gender and Sexuality		
Week 10: Friday	Chapter 5 Gender and Sexuality  Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 8 Participation  Discussion 9
Week 11: Monday	Chapter 12 Social Psychology  <b>Key Concepts: fundamental attribution error, attitude, role, foot-in-the-door phenomenon, cognitive dissonance theory, the power of the situation, obedience, group dynamics, &amp; conformity</b>	Chapter 12	
Week 11: Wednesday	Chapter 12 Social Psychology		
Week 11: Friday	Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 9 Participation  Discussion 10
Week 12: Monday	Chapter 13 Personality  <b>Key Concepts: psychodynamic theory, humanistic theory, trait theory, &amp; social-cognitive theory</b>  Chapter 14 Psychological Disorders  <b>Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, &amp; schizophrenia</b>	Chapter 13, 14	
Week 12: Wednesday	Chapter 13 Personality  Chapter 14 Psychological Disorders		

Week 12: Friday	Chapter 13 Personality Chapter 14 Psychological Disorders Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 10 Participation Discussion 11
Week 13: Monday	<b>Veteran's Day Holiday</b> <b>NO CLASS</b> Chapter 15 Therapy <b>Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, &amp; biomedical therapies</b>	Chapter 15	
Week 13: Wednesday	Chapter 15 Therapy		
Week 13: Friday	Chapter 15 Therapy Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 11 Participation
Week 14: Monday	Capstone Project Presentation		<b>Capstone Project Presentation</b>
Week 14: Wednesday	Capstone Project Presentation		<b>Capstone Project Presentation</b>
Week 14: Friday	Capstone Project Presentation		<b>Capstone Project Presentation</b>
Week 15: Monday	<b>Review for final exam</b>		
Week 15: Wednesday	<b>Review for final exam</b>		
Week 15: Friday	<b>Review for final exam</b>		<b>Capstone Project Paper Due</b>
Week 16:	<b>Final Exam</b>		