

PM FD'00

Chaminade University
Psychology 101 Section 03, General Psychology
Fall, 2000

Instructor: Patrick Uchigakiuchi, M.A.
Time: Tuesday/Thursday, 8:00-9:20 AM
Classroom: Henry 221
Office: Kieffer Hall, Faculty Office M
Office Hrs: Tuesday/Thursday 9:30-10:30 AM, or by appointment
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Text: Psychology (6th Edition), David G. Myers

Course Description:

This course will review the major psychological theories, concepts, and research findings related to the study of human behavior and mental processes. The course provides a general introduction to the biological, psychological, and social/cultural bases of behavior. Specific areas of study include biopsychology, development across the life span, sensory and perceptual systems, learning theory, memory and cognition, motivation, emotion, personality, abnormal behavior, therapeutic methods, and social psychology. The scientific method as a means of furthering our knowledge in the field of psychology is also emphasized.

Course Objectives:

1. Students will demonstrate knowledge on the historical development of the field of psychology.
2. Students will demonstrate knowledge of the major theories that represent the scientific perspective of the biological basis for human behavior.
3. Students will demonstrate knowledge of the major personality theories that represent the scientific perspective for the study of individual human behavior.
4. Students will demonstrate knowledge of the major social psychology theories that represent the scientific basis for the study of human social behavior.
5. Students will demonstrate an understanding of the use of scientific methodology for answering important questions about human behavior.
6. Students will demonstrate the ability to apply psychological knowledge toward analyzing and understanding everyday life situations.
7. Students will develop critical thinking skills from a bio/psycho/social perspective in evaluating human behavior.

8. Students will demonstrate knowledge of the influences of diverse culture on the development and expression of human behavior

Course Requirements:

1. Quizzes. Scores from 8 of 9 quizzes are required. The lowest score from the 9 quizzes will be dropped for each student when calculating the final grade.
2. One research paper, 5-10 pages. Two drafts are required for this paper: a first draft from which you will receive feedback from the instructor, and a final draft to be submitted with changes. Students will be graded for each of the drafts. Scores for late submission of papers will be reduced by half a grade.
3. Periodic in-class assignment will be given throughout the semester. These may be related to the video presentation, in-class discussion topics, or readings from the text. Points obtained from these assignments will be credited toward the quiz total.

Quizzes:

There will be nine quizzes scheduled throughout the semester with the 8 highest scores counting toward each student's grade. The student's lowest score among the first 8 quizzes administered will be dropped from the final quiz total. **The last quiz covering Chapter 18, administered during the final exam week, cannot be one of the dropped quizzes in computing your final grade.** Most questions will be related to the list at the end of each chapter called "Terms and Concepts to Remember." You can also expect some test questions to include information conveyed through videos, class lectures, or class activities. Most quizzes will consist of multiple choice items, though some quizzes may consist of short answer questions. If you feel that the answer you chose for a test question is better than the answer keyed as correct, submit your case in writing to the instructor. Some test items may also be deleted if found to be ambiguous or poorly stated.

If a student is excused from taking a quiz on the scheduled date (e.g., participating as team member in an athletic event), the quiz may be made up by on the day of the MID-TERM quiz or FINAL EXAM day. Students must notify the instructor prior to the quiz of any excused absences. Student athletes need to submit a schedule for the season at the beginning of the semester indicating dates in which the student will miss class due to a game or match. If a student is ill on the day of the quiz, the student must call or email the instructor.

Research Paper:

Two written assignments are involved in completing this 5-10 page research paper. Students are required to submit a first draft consisting of 5-10 pages. After

receiving written feedback from the instructor, a final draft of 5-10 pages is required. Guidelines for grading and outline for the paper are attached to this syllabus.

Extra Credit work:

Students can earn additional points that will be credited toward their quiz totals by completing in-class assignments. These in-class assignments will be administered randomly throughout the semester in order to encourage class attendance and reward those who attend class regularly.

Grading:

Grades will be assigned on the basis of the number of points accumulated during the semester. The maximum number of points is 200.

1. <u>8</u> Quizzes (15 pts. each)	120
2. First draft of research paper, <u>or</u> Class presentation for Service Learning	30
3. Second draft of research paper, <u>or</u> <u>10</u> Service Learning Journals (4 pts. each) and <u>2</u> Behavioral Observations (5 pts. each)	<u>50</u>
Total	200

A (90-100%) = 180-200
B (80-89%) = 160-179
C (70-79%) = 140-159
D (60-69%) = 120-139
F (under 59%) = 119 and below

Research Paper

This paper shall consist of 5-10 type-written pages on a topic of the student's choice that raises a question on the causes of a specific human behavior or set of behaviors. The student is to find and read at least 3 articles on the topic. The purpose of this paper is to demonstrate your critical thinking skills by selecting at least three articles with at least two different points of view on the same topic. Additional articles included in your paper should support one of the two points of view that are the focus of your paper. **Please provide the internet location (web address) for each article along with your paper or the book or journal citation.** Your paper will be incomplete without these addresses and citations. Your paper will also include a section describing a systematic observation of the behavior that is the focus of your paper. We will develop observational methods and recording forms in class. Proposals for paper topics and observational methods must be approved by the instructor. Please see the "Course Outline and Calendar" for due dates for proposals and observational methods.

Your paper should consist of the following sections:

- I. Introduction: one paragraph introducing your paper topic including your thesis statement. Also describe why you have selected this topic, in other words, describe why this is an important topic and why it is significant to you and/or to the larger community.
- II. Body of the paper: summaries/findings of the articles read for this paper as related to your thesis, including:
 - A. the main ideas of each article
 - B. the important findings reported in the article
 - C. how the findings support or challenge your thesis
- III. A critical analysis including your opinions as to whether you agree and/or disagree with the author's conclusions and why.
 - A. discuss each author's assumptions about the topic
 - B. evaluate the evidence presented by the authors and determine if the evidence appropriately supports their assumptions and whether their findings are valid, in other words, are the findings of their study are based on sound research
 - C. evaluate the conclusions reached by the authors and discuss whether you think their conclusions are supported or not supported by the evidence presented in their study
 - D. compare and contrast the different points of view—on what points do they agree or disagree
- IV. Conclusion/Discussion: what are you own conclusions based on the information presented by the articles you have read. Discuss the implications of the findings from your articles on your thesis has been supported by the articles.

C=Adequate: This paper has a position, but lacks sharp focus. The work is basically well organized though individual paragraphs may be disunified or misplaced. Some evidence may not support the thesis or details may be loosely related. Often this evidence is insufficient, overly general or unconvincing. The outside sources are documented but they are awkwardly incorporated, poorly summarized, or relied upon too heavily. The writing is competent but often wordy, general, imprecise, or trite. Sentences may be awkward but their meaning is clear; mechanics will have some errors but these are not highly distracting. The writer demonstrates little original thinking. Substance is weak. The paper may not come to logical conclusions or conclusions may be omitted altogether. The ideas, though understandable, are usually self-evident and do not demonstrate much critical thought.

D=Acceptable: This paper may have a recognizable thesis, but poor presentation obscures it. Supporting evidence is extremely limited and unconvincing. Perhaps the paper is a mosaic of quotations and paraphrases from outside sources. The writing is general, vague, or irrelevant; some sentences may be confusing. Words may be imprecise, misused, or trite. In general, however, the paper is understandable even though content is weak and poorly developed. The first draft has been poorly revised or edited.

F=Plagiarized or Not Following the Assignment: This paper has used outside sources—quotations, paraphrase, or summary—without properly documenting the source. Whether plagiarism was intentional or unintentional, the paper may not be revised. The Chaminade University catalog states that “the usual penalty for an overt act of academic dishonesty is failure in the course for the first offense and disciplinary action, not to exclude suspension from the University, for the second offense.”

General Guidelines for Grading the Research Paper

The following guidelines are ones the instructor will use in grading the formal papers you write for this class. Remember that content, organization, and style work together to create a successful paper. It is not enough for your paper to be organized and free from error. You must have something worth saying. On the other hand, significant and creative ideas will be lost if they are poorly presented. Appropriate structure, grammar, usage, and documentation are necessary for effective communication. While more pages are not necessarily better, the number of pages is one of the indicators of the amount of work and thought that a student has put into completing this assignment. Thus, the instructor considers this factor when grading the paper.

A=Excellent: This paper has a clearly stated position (thesis) with sharp focus consistently maintained from beginning to end. It is well organized into a coherent structure. The evidence used clearly supports the thesis with details arranged logically. Such evidence is specific and convincing. While 5 pages (not including reference list) represents the minimum requirement for a passing grade, and while it is possible that a concise and well-written paper can be fully inclusive of a fully developed thesis, 7-10 pages (not including reference list) should in most cases be submitted in order to be considered for an **A** or **B** grade. Outside sources (books, journal articles, internet sites) need to be carefully documented with all quotations and paraphrases incorporated smoothly into the text. For the purposes of this paper, three articles meet the minimum requirement for a grade of **B** or **C**, but for an **A** paper, at least 5 good sources are required. Sentences also are smooth and carefully constructed, containing virtually no errors in punctuation, spelling, grammar, or usage. The diction is clear, accurate, and precise. The paper avoids triteness and unsupported generalizations. The substance indicates some originality of thought and the style is suited to both audience and subject. The paper reflects critical thinking and comes to logical conclusions. Finally, the paper holds the reader's interest.

B=Good: This paper has clearly stated position (thesis) with sharp focus maintained from beginning to end. It is generally well organized, but an occasional detail may be out of place or transitions between points may be missing. However, nothing detracts seriously from the coherence of the presentation. Supporting evidence is provided, but may not be specific enough or completely convincing. The outside sources are carefully documented but their use may not be incorporated smoothly. Some sentences may be awkwardly phrased with some errors in mechanics. The diction may be too general or abstract; it may lack precision. Although the substance may not be as original as that of an "A" paper, the response indicates a thoughtful handling of the assignment. None of its weaknesses are glaring or distracting to the reader.

Service Learning Option

Purpose:

Service learning involves students volunteering in a community agency or program in which the volunteer activities are directly related to the course content. The objective is to relate the academic content with real life situations and experiences in the community in order to enhance learning beyond the classroom and campus. Through the service learning experience, the student will learn to make connections between community work and course content. By reflecting on their service learning experiences as they relate to course content, students will enhance their critical thinking skills, examine their values, and develop civic responsibility.

Service Learning requirements:

1. Volunteer at least one hour per week until the end of the semester unless the site requires more hours per week, in which case the volunteer meets the standard set by the site. Starting date will be by the end of the second week of the semester, unless the site is unable to get you started by that date. Attendance will be monitored by the site supervisor.
2. You must submit 10 weekly journals that are due the first class of the following week. Content of the journals should consist of two main ideas: (1) reflecting on the personal meaning of your service, and (2) relating an individual's behavior or your interactions with the individual to a specific theory, concept, or research finding covered in one of our book chapters. Once you have complete the 10 journals, you are not required to submit any further journals, though you may continue to write and submit them or simply keep them for your own personal notes.
3. Two behavioral observation forms (pre- and post-behavioral observations) of one individual you are working with at your service learning site. Specific behaviors to be observed and forms to be used will be determined in a class exercise.
4. Classroom presentation at the end of semester of your service learning experience.

Grading:

1. Students' grades will be based on requirements outlined in the course syllabus with the exception that for students involved in the service learning activity weekly journals will take the place of the research paper. Grading for the journals will be based on timely submission of journals, appropriate content in your journal entries, and your ability to relate your experiences to the course content. Unexcused late submission of journals will be docked.

CHECKLIST FOR GRADING RESEARCH PAPER

Student: _____ **Points/Grade:** _____

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Does not meet minimum standard	Meets minimum standard	Avg	Above Avg	Excellent
Thesis/focus is clearly stated		_____		
Thesis is well organized		_____		
Evidence used clearly supports the thesis with details arranged logically		_____		
Evidence, examples are specific and convincing		_____		
Resources carefully documented		_____		
Quotations/paraphrases smoothly incorporated into text		_____		
Sentences are smooth and carefully constructed		_____		
Correct grammar, spelling, punctuation		_____		
Diction is clear, accurate, and precise		_____		
Avoids triteness and unsupported generalizations		_____		
Includes some originality of thought		_____		
Style is suited to audience and subject		_____		
Paper reflects critical thinking		_____		
Paper comes to logical conclusions		_____		
Paper holds the reader's interest		_____		
No. of Acceptable Citations and Resources		_____		

CHECKLIST FOR GRADING SERVICE LEARNING JOURNALS

Student: _____

Points/Grade: _____

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Does not meet minimum standard	Meets minimum standard	Avg	Above Avg	Excellent

**Thoughtful reflections are described
(thoughts, emotions, behavioral responses)** _____

**Relates behavior of the student or the
interaction between student and tutor to
a theory, concept, or research finding from
text or classroom discussion** _____

Submitted on a timely basis _____

Service Learning Journal Outline

- I. Personal reflections on the past week's experiences.
 - A. Describe how you felt, thought, or responded to a particular situation that gave you some personal insight.
 - B. DO NOT simply describe the situation or event. Reflection involves the personal meaning you got from the situation or event.

- II. Describe how your experience or your behavioral observations relate to content discussed in class or included in your textbook.
 - A. Cite the theory, concept, or research findings contained in our text that relates directly or indirectly to the topic of your journal entry and briefly state the nature of the relationship

Course Outline and Calendar

<u>Date</u>	<u>Topics</u>	<u>Readings/Assignments</u>
8/29	Introduction Thinking Critically with Psychological Science	Introduction, Syllabus Chapter 1
8/31	Thinking Critically with Psychological Science	Chapter 1
9/5	Neuroscience and Behavior	Chapter 2
9/7	Neuroscience and Behavior <u>PAPER PROPOSAL DUE, or DEADLINE TO START SERVICE LEARNING</u>	Chapter 2
9/12	Quiz on chapters 1 and 2 The Nature and Nurture of Behavior	Chapter 3
9/14	The Nature and Nurture of Behavior <u>Activity</u> : Observing Behavior (for paper and Service Learning assignments)	Chapter 3
9/19	The Developing Person	Chapter 4
9/21	The Developing Person	Chapter 4
9/26	The Developing Person	Chapter 4
9/28	Quiz: Chapters 3 and 4 Sensation	Chapter 5
10/3	Sensation Perception	Chapter 5 Chapter 6
10/5	Perception	Chapter 6
10/10	Quiz: Chapters 5 and 6 Learning	Chapter 8
10/12	Learning Memory	Chapter 8 Chapter 9

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10/17	Memory	Chapter 9
10/19	Quiz: Chapters 8 and 9 Thinking and Language	Chapter 10
10/24	Thinking and Language <u>FIRST DRAFT OF PAPER DUE</u>	Chapter 10
10/26	MID-TERM QUIZ Intelligence	Chapter 11
10/31	Intelligence	Chapter 11
11/2	Quiz: Chapters 10 and 11 Motivation	Chapter 12
11/7	Motivation Emotion	Chapter 12 Chapter 13
11/9	Emotion	Chapter 13
11/14	Quiz: Chapters 12 and 13 Personality	Chapter 14
11/16	Personality	Chapter 14
11/21	Quiz: Chapter 14 Psychological Disorders	Chapter 15
11/23	HOLIDAY: Thanksgiving	
11/28	Therapy	Chapter 16
11/30	Quiz: Chapters 15 and 16 Social Psychology	Chapter 18
12/5	Social Psychology <u>FINAL DRAFT OF PAPER DUE</u>	Chapter 18
12/7	Social Psychology Service Learning Presentations	Chapter 18
12/12	FINAL Quiz: Chapter 18 (8:00-9:00)	