

SD '02
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Chaminade University
Psychology 101 Section 02, General Psychology
Spring, 2000

Instructor: Patrick Uchigakiuchi, M.A.
Time: Monday/Wednesday/Friday, 8:00-8:50 AM
Office: Kieffer Hall, Faculty Office M
Office Hrs: Monday 9-11 AM, Wednesday 4:30-5:30, or by appointment
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Text: Psychology (5th Edition), David G. Myers

Course Description:

This course will review the major psychological theories and concepts related to the study of human behavior and mental processes. The course provides a general introduction to the psychological aspects of biological bases for behavior, development of the individual across the life span, sensory and perceptual systems, learning theory, memory and cognition, motivation, emotion, personality, abnormal behavior, therapeutic methods, and social psychology.

Course Objectives:

1. Students will develop a broad understanding of the major concepts, principles, terms, contributors, and history of scientific and applied psychology.
2. Students will develop an understanding of the use of scientific methodology for answering important questions about psychology.
3. Students will increase their appreciation of the value of psychological knowledge in applications to everyday life.
4. Students will develop critical thinking skills from a psychological perspective in evaluating human behavior, emotions, and thoughts.

Course Requirements:

1. Quizzes. Scores from 7 of the 8 quizzes are required. The lowest score will be dropped for each student when calculating the final grade.
2. One Internet research paper, 4-5 pages. Scores for late submission of papers will be reduced by half a grade.

3. Two short papers, 1-2 pages, are to be written. Scores for late submission of papers will be reduced by half a grade.
4. 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.

Quizzes:

There will be 8 quizzes scheduled throughout the semester with the 7 highest scores counting toward each student's grade. **The last quiz, administered during the final exam week, cannot be one of the dropped quizzes in computing your final grade.** Test items will be taken primarily from Study Lists that are handed out for each chapter. Terms from these lists are defined and described in the reading assignments. Please note that class lectures will cover some but not all terms on the study list. However, students are responsible for understanding **ALL** concepts on the study list when preparing for the quizzes. You can also expect some test questions on to include information conveyed through videos, class lectures, or class activities. Most quizzes will consist of 15 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.

Research Paper:

One paper 4-5 pages in length is required. Guidelines and outline for the paper are attached to this syllabus. If you receive a poor score for your paper, you may rewrite it.

Two Short Papers:

Guidelines and topics will be distributed prior to the due dates. In general, topics will require you to apply critical thinking skills about a specific issue covered in your book.

Extra Credit work:

There is **no** extra credit work included in this course. Studying the text and writing the papers are sufficient work for this class and grades will be assigned solely on the basis of quizzes, papers, and in-class assignments.

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Grading:

Grades will be assigned on the basis of the number of points accumulated during the semester. The maximum number of points is 300.

7 Quizzes (15 pts. each)	105
Internet research paper	50
2 short papers (15 pts. each)	20
20 in-class assignments (3 pts. each)	<u>25</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

Internet Research Paper

This paper shall consist of 4-6 type written pages on a topic of the student's choice that is related to a topic from one of the chapters covered in our textbook. The student is to find and read at least 2 articles on the topic. The purpose of this paper is to demonstrate your critical thinking skills by selecting at least two articles with 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.** Your paper will be incomplete without these addresses.

Your paper should consist of the following sections:

- I. Introduction: one paragraph describing your paper topic and to which chapter(s) in our book it is related. Also describe why you have selected this topic.
- II. Summary of the articles read for this paper.
 - A. the main ideas of each paper
 - B. the important findings reported in the paper
 - C. how the main ideas and important findings relate to information in our book
- 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 two points of view—on what points do they agree or disagree
 - E. what are you own conclusions based on the information presented by the two articles.

Course Outline and Calendar

<u>Date</u>	<u>Topics</u>	<u>Readings/Assignments</u>
1/19	Introduction, Thinking Critically	Introduction, Chapter 1
1/21	Neuroscience, Genetics, and Behavior	Chapter 2
1/24	Neuroscience, Genetics, and Behavior	Chapter 2
1/26	Neuroscience, Genetics, and Behavior	Chapter 2
1/28	Neuroscience, Genetics, and Behavior	Chapter 2
1/31	Quiz on chapters 1 and 2 Child Development	Chapter 3
2/2	Child Development	Chapter 3
2/4	Child Development	Chapter 3
2/7	Adolescence and Adulthood	Chapter 4
2/9	Adolescence and Adulthood	Chapter 4
2/11	Quiz: Chapters 3 and 4 Sensation	Chapter 5
2/14	Sensation	Chapter 5
2/16	Perception	Chapter 6
2/18	Perception <u>FIRST SHORT PAPER DUE</u>	Chapter 6
2/21	HOLIDAY	
2/23	Quiz: Chapters 5 and 6 Learning	Chapter 8
2/25	Learning	Chapter 8
2/28	Memory	Chapter 9

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3/1	Memory	Chapter 9
3/3	Memory	Chapter 9
3/6	Quiz: Chapters 8 and 9 Thinking and Language	Chapter 10
3/8	Thinking and Language	Chapter 10
3/10	MID-TERM QUIZ Thinking and Language	Chapter 10
3/13	Intelligence	Chapter 11
3/15	Intelligence	Chapter 11
3/17	Quiz: Chapters 10 and 11 Motivation	Chapter 12
3/20	Motivation <u>INTERNET RESEARCH PAPER DUE</u>	Chapter 12
3/22	Emotion	Chapter 13
3/24	Emotion	Chapter 13
4/3	Quiz: Chapters 12 and 13 Personality	Chapter 14
4/5	Personality	Chapter 14
4/7	Personality	Chapter 14
4/10	Quiz: Chapter 14 Psychological Disorders	Chapter 15
4/12	Psychological Disorders	Chapter 15
4/14	Psychological Disorders <u>SECOND SHORT PAPER DUE</u>	Chapter 15
4/17	Therapy	Chapter 16

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4/19	Therapy	Chapter 16
4/21	HOLIDAY	
4/24	Therapy	Chapter 16
4/26	Quiz: Chapters 15 and 16 Social Psychology	Chapter 18
4/28	Social Psychology	Chapter 18
5/1	Social Psychology	Chapter 18
5/3	Social Psychology	Chapter 18
5/5	Social Psychology	Chapter 18
5/11	FINAL Quiz: Chapter 18 (8-10 AM)	

Service Learning Syllabus

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 determined by the schedule you work out with the site. If you miss one week, you need to make up that hour during another week within the semester. Attendance will be monitored by the site supervisor.
2. You must submit a weekly journal that is due the following Monday. Content of the journals should consist of two main ideas: (1) reflecting on the personal meaning of your service, and (2) relating something about your previous week's volunteer experience with a specific concept covered in one of our book chapters.

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 Internet research paper and the 2 short paper assignments. Grading for the journals will be based on timely submission of journals, thoughtful responses to all items, and your ability to relate your experiences to the course content. Journals will be worth up to 70 points toward your final grade, the equivalent of the 3 required papers for this course.