

6001

Chaminade University
Psychology 101 (General Psychology)
Fall, 2001

Instructor: Patrick Uchigakiuchi, M.A.
Time: Monday/Wednesday/Friday, 9:00-9:50 AM
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Text: Psychology (6th Edition), David G. Myers
(Scott, Foresman Handbook for Writers (Fifth Edition))

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 an understanding of the use of scientific methodology for answering important questions about human behavior.
2. Students will demonstrate knowledge of the major concepts, research findings, and theories that represent the scientific perspective of the biological basis for human behavior.
3. Students will demonstrate knowledge of the major concepts, research findings, and personality theories that represent the scientific perspective for the study of individual human behavior.
4. Students will demonstrate knowledge of the major concepts, research findings, and theories that represent the scientific basis for the study of human social behavior.
5. Students will demonstrate the ability to apply psychological knowledge toward analyzing and understanding everyday life situations.

6. Students will demonstrate knowledge of the influences of diverse cultures on the development and expression of human behavior.
7. Students will develop critical thinking skills from a bio/psycho/social perspective in evaluating 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 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 | 30 |
| 3. Second draft of research paper | 50 |

OR, for Service Learning option:

| | |
|--|-----------|
| 4. <u>5</u> Service Learning Journals (16 pts. each) | <u>80</u> |
| | 200 |

Total

| | |
|---------------|-----------------|
| 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 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 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 your 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.

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 5 journals with specific topics assigned by the instructor.

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 SERVICE LEARNING JOURNALS

Journal relevant to assigned topic _____

Thoughtful reflections are described _____

Relates behavior or interaction to theory, concept, or research finding _____

Submitted on a timely basis _____

Course Outline and Calendar

| <u>Date</u> | <u>Topics</u> | <u>Readings/Assignments</u> |
|-------------|---|-----------------------------|
| 8/27 | | |
| 8/29 | Introduction | Introduction, Syllabus |
| 8/31 | Thinking Critically with Psychological Science | Chapter 1 |
| 9/3 | HOLIDAY: Labor Day | |
| 9/5 | Thinking Critically with Psychological Science | Chapter 1 |
| 9/7 | Neuroscience and Behavior | Chapter 2 |
| 9/10 | Neuroscience and Behavior | Chapter 2 |
| 9/12 | Neuroscience and Behavior | Chapter 2 |
| 9/14 | QUIZ: Chapters 1-2 The Nature and Nurture of Behavior <u>PAPER PROPOSAL DUE</u> | Chapter 3 |
| 9/17 | The Nature and Nurture of Behavior | Chapter 3 |
| 9/19 | The Nature and Nurture of Behavior | Chapter 3 |
| 9/21 | The Developing Person | Chapter 4 |
| 9/24 | The Developing Person | Chapter 4 |
| 9/26 | The Developing Person | Chapter 4 |
| 9/28 | The Developing Person DUE: SERVICE LEARNING JOURNAL #1 | Chapter 4 |
| 10/1 | QUIZ: Chapters 3-4 Learning | Chapter 8 |
| 10/3 | Learning | Chapter 8 |