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CHAMINADE UNIVERSITY
PSY 101 Section 60, General Psychology
Winter 2001

INSTRUCTOR: Chace Kendro, Ed.D

CLASS TIMES: Friday, 4:30 - 8:40 PM

LOCATION: Pearl Harbor

OFFICE HOURS: I am available before class. If you need to talk with me at any other time, just call me at home, or e-mail me, and a meeting can be arranged.

PHONE: 261-4701

E MAIL: ckendro@aol.com

REQUIRED COURSE TEXT: Meyers (2001), Psychology, 6th edition, Worth Publishers

HIGHLY RECOMMENDED: Study Guide to Accompany Psychology (Sixth Edition)

Course Description:

Why Study Psychology? There has been a long history of fascination with the subject matter of psychology; the scientific study of human and animal behavior. Along with literature, philosophy, science, and history; it is considered one of the pathways leading to an enhanced understanding of human behavior. The study of psychology offers a way to learn more about why people, including you, do what they do. This introduction to psychology is designed to stimulate your interest in and expand your knowledge of the field of psychology; to assist you in gaining an understanding of the multiple causes of behavior; to offer you an opportunity to gain some knowledge of the methods that can produce behavioral change; and to provide you with opportunities to apply these interests and this knowledge directly to everyday issues and concerns. In this course we will study the concepts, factual knowledge and the language of psychology. Study will include: psychology as a science; the brain(sensation, perception, motivation, emotion, and consciousness; learning and cognitive processes; human development; personality (theories and assessment); psychological disorders; and sociocultural influences on relationships, attitudes, and beliefs. This course will require both independent and interactive participation through group discussions, activities, individual tests and a final project. Through dialogue, discussions, and interactions with others, this course will offer you an opportunity for active intellectual and emotional involvement, not only in learning about the science of psychology, but in life as well.

Course Approach:

Individuals of different cultural and social backgrounds, learning styles, and educational interests are the typical inhabitants of a university classroom. Therefore, a variety of teaching and learning styles will be utilized in an effort to meet the classroom's diversity; including:

- Textbook Reading
- Lecture/Discussion format
- Audio-Visual Materials
- Class Presentations
- Issues Clarification and Exploration
- Classroom Experiments and Exercises
- Independent Study

Course Objectives:

- Students will demonstrate knowledge of the historical development of the field of psychology.
- Students will demonstrate knowledge of the major theories that represent the scientific perspective of the biological basis for human behavior.
- Students will demonstrate an understanding of how the human mind works.
- Students will demonstrate knowledge of the major personality theories that represent the scientific perspective for the study of individual human behavior.
- Students will demonstrate an understanding of the use of scientific methodology for answering important questions about human behavior.
- Students will be able to identify and discuss the different stages of human development.
- Students will develop the ability to apply psychological knowledge toward analyzing and understanding everyday life situations.
- Students will develop critical thinking skills from a bio/psycho/social perspective in evaluating human behavior.
- Students will demonstrate knowledge of the influences of diverse culture on the development and expression of human behavior.

Course Requirements/Student Expectations:

1. Attendance: CLASS ATTENDANCE IS REQUIRED. You are expected to attend all scheduled classes. You are expected to be on time and be present in class for the entire session. If you leave early you will be marked absent for the class. (10 points per class).
2. READ AND STUDY ALL ASSIGNMENTS!!! You will be responsible for reading the course textbook and any additional readings given during the course. It is VERY IMPORTANT TO BRING YOUR TEXTBOOK TO EVERY CLASS!!!
3. In-class assignments (enrichment activities) will be given each week. These may be related to a video presentation, in-class discussion topics, or readings from the text. Points obtained from these assignments will be credited to your final evaluation total (10 points per class).
4. A research paper will be assigned relevant to course subject matter (100 points).
5. Exams. Four multiple-choice examinations will be given (see dates on course calendar). Each exam will be worth 50 points.

Weekly Enrichment Activities:

All enrichment activities are designed to, hopefully, enrich your understanding of the concepts covered in this course. An excellent way to facilitate your learning and your experience in this course is by having you apply principles that you learn in class to the real world. I don't mean that you should become a junior psychologist and spend your time analyzing your friends, family, and any odd person you should encounter. Psychology is much more than abnormal psychology - most of us are, in fact, quite normal. Psychology is the study of behavior - all types of behavior.

Psychologists don't simply focus on what is wrong with people - they seek to explain why people do the things they do. Psychologists want to know, for example, why some people will go out of their way to help someone else, while others will turn the other way. Psychologists are interested in determining what factors facilitate learning and what makes a marriage successful. No matter where your interests lie, there is sure to be a meaningful psychological question that really matters to you personally. The value of psychology can not be over-emphasized - this is a field that has been around for quite some time and has had a significant impact on our world. Think about what is truly of interest to you and select from the Enrichment Activities. Please let me know if you have your own idea. All activities are based on the Course Objectives

Research Paper: (100 points, due March 9th)

A short research paper on any topic of interest to you and related to the field of psychology is acceptable. Papers should be 5-7 pages in length (typed, double-spaced, 12 point font) and should contain a minimum of 3 references, preferably published within the last few years. You must submit your topic for approval by our second meeting (January 19). Points (10) will be lost if your topic is not submitted by this deadline. Please feel free to discuss any aspect of this assignment with me.

The paper should include the following sections:

- I. Introduction - one paragraph introducing your paper topic, including your thesis statement. Also describe why you selected this topic and why this is an important to psychology.
- II. Body of the paper - Summary of the articles - the main ideas of the article, major findings reported, and how the information relates to your thesis.
- III. Critical analysis - Your opinions about the topic, including whether you agree or disagree with the author's conclusions. and why. Evaluate the conclusions reached by the authors and discuss whether you think their conclusions are supported or not supported by the evidence presented. Compare and contrast the different points of view - on what points do they agree and/or disagree.
- IV. Conclusion/Discussion - What are your own conclusions based upon the information presented by the articles you have read. Discuss the implications of the findings from the articles on your thesis.

Remember that your paper topic can be on anything relevant to this course. Please choose something that is of interest to you. It is my hope that you will actually enjoy the learning that you do as you complete this assignment. I hope to have a diverse and interesting stack of papers to read and remember that the class will be looking forward to your presentation! If you wish to discuss your topic, or if you need help deciding upon a topic, please contact me (e-mail -ckendro@aol.com) or..... phone (261-4701).

<u>EVALUATION:</u>	<u>points</u>
Attendance and Participation (10 points per class).....	100
Exam#1.....	50
Exam#2.....	50
Exam#3.....	50
Exam#4.....	50
Weekly Enrichment Activity (10 points per class)	100
Research Paper	100
TOTAL POINTVALUE	500

GRADINGSYSTEM

- A (90-100%) = 500-450
- B (80-89%) = 449-400
- C (70-79%) = 399-350
- D (69-70%) = 349-300
- F (under 59%) = 299 and below

STATEMENTONACADEMICHONESTY:

Chaminade University's regulations on academic dishonesty, as clearly stated in the *Academic Catalogue*, will be strictly observed in this class.

COURSE SCHEDULE AND ASSIGNMENTS

<u>Date</u>	<u>Topics</u>	<u>Readings/Assignments</u>
WEEK 1 1/10	Beginning the Journey (Syllabus) Survey of text Introduction Thinking Critically with Psychological Science Neuroscience and Behavior	Introduction (pp. 1 - 12) Chapter 1 (pp. 13 - 45) Chapter 2 (pp. 46 - 83)
WEEK 2 1/19	The Nature and Nurture of Behavior The Developing Person	Chapter 3 (pp. 84 - 117) Chapter 4 (pp. 118 - 169)
WEEK 3 1/26	EXAM # 1 (Introduction, Chapters 1,2,3,4) Sensation Perception	Chapter 5 (pp. 170 - 207) Chapter 6 (pp. 208 - 239)
WEEK 4 2/2	Learning Memory	Chapter 8 (pp. 286 - 315) Chapter 9 (pp. 316 - 355)
WEEK 5 2/9	EXAM # 2 (Chapters, 5,6,8,9) Thinking and Language Intelligence	Chapter 10 (pp. 356 - 389) Chapter 11 (pp. 390 - 421)
WEEK 6 2/16	Motivation Emotion	Chapter 12 (pp. 422 - 457) Chapter 13 (pp. 458 - 487)
WEEK 7 2/23	EXAM # 3 (Chapters 10,11,12,13) Personality Personality Disorders	Chapter 14 (pp. 488 - 529) Chapter 15 (pp. 530 - 565)
WEEK 8 3/2	PAPERS DUE Therapy Stress and Health	Chapter 16 (pp. 566 - 599) Chapter 17 (pp. 600 - 641)
WEEK 9 3/9	PRESENT PAPERS ORALLY Social Psychology	Chapter 18 (pp. 642 - 689)
WEEK 10 3/16	PRESENT PAPERS ORALLY EXAM # 4 (Chapters 14,15,16,17,18)	

General Guidelines for Evaluating the Research paper

The following guidelines are ones the instructor will use in evaluating the formal papers that 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) is not necessarily better, it is one of the indicators of the amount of work and thought that a student has put into completing this assignment and will be taken into consideration in evaluating the paper.

A = Excellent: An "A" paper has a clearly stated thesis or position with a sharp focus which is consistently maintained from introduction to conclusion. It is well organized with a coherent structure which is apparent. The evidence used clearly supports the thesis with details arranged logically. Such evidence is specific and convincing. Sentences 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. While 5 pages (not including the 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, 6-8 pages (not including the reference list) should in most cases be submitted in order to be considered for an A grade. Outside sources (books, journal articles, internet sites) must 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.

B = Good: This paper has a clearly stated thesis or position with a sharp focus which is maintained from introduction to conclusion. 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. 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. Supporting evidence is provided, but may not be specific enough or completely convincing. Outside sources are carefully documented but their use may not be incorporated smoothly.

C = Adequate: This paper has a position, but lacks focus. The work is basically well organized though individual paragraphs may lack unification or may be misplaced. 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. Some evidence may not support the thesis or details may be loosely related. Often this evidence is insufficient, overly general, or unconvincing. Outside sources are documented, but they are awkwardly incorporated, poorly summarized, or relied upon too heavily.

D = Acceptable: This paper may have a recognizable thesis, but poor presentation obscures it. The writing is general, vague, or irrelevant and 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. Supporting evidence is extremely limited and unconvincing.

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. As the Chaminade University Catalog states, "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."

CHECKLIST FOR GRADING RESEARCH PAPER

Student: _____

Points/Grade: _____

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 _____

IN ADDITION:

Number of Acceptable Citations and Resources _____