

**Chaminade University Winter 2003**  
**Instructor: Sharron Thompson, M.Ed.**  
**Contact phone # (808) 383-7006 (message)**

60 r 30  
WF '03

**Psychology 101: General Psychology**  
**Text: Invitation to Psychology, 2<sup>nd</sup> ed.**  
**Authors: C. Wade & C. Tavis**

**Course Description:**

This course will provide a overview of the major psychological theories and concepts related to the study of human behavior and mental processes. Exploration of the sensory processes, drives, emotions, social expressions, learning modalities, etc., is meant to stimulate curiosity and to develop a better understanding of self, others, and society.

**Course Objectives:**

1. To develop an understanding of the major theories, concepts, principles, terms, contributors, processes, and history of scientific and applied psychology.
2. To develop an understanding of the scientific method and its application in the field of psychology.
3. To develop an understanding of the major factors affecting human development and behavior.
4. To develop an appreciation of the value of psychological knowledge in applications to everyday life.
5. To develop critical thinking skills from a psychological perspective in evaluating human behavior, emotions, and thoughts.
6. To apply information from the class lectures, materials and text in selecting and presenting reflective exercises for class.

---

**Course Approach:**

A Chaminade classroom often holds individuals of different cultural and social backgrounds, learning styles and educational interests. Therefore, a variety of teaching techniques to address different learning styles will be employed including:

- Lecture/ Discussion Format
- Textbook Reading
- Audio-Visual Materials
- Class Presentations
- Reflective Exercises and Experiments

---

**The Student Will:**

1. Attend all lectures and contact the Instructor if unable to attend any lectures, or part of any lecture; students are responsible for missed information. I strongly suggest that you take notes while in class.
2. Complete 11 "take home" chapter quizzes worth 5 points each. Quizzes will aid in identifying pertinent data and concepts in each chapter and will be reflected in the mid-term and final exams. I will collect the quizzes.
3. Participate in class discussions and activities, read assigned chapters before class. Most classes will include exercises and experiments designed to increase understanding of the material. Participation is part of your grade.
4. Adopt the mind-set of an active researcher, remaining open and objective while determining the validity and reliability of information encountered during the course.
5. Take two tests, one covering the first half and one covering the second half of the class lectures, text, and materials.
6. Complete three Reflective Exercises relating to the information covered in course work.
7. Research and write a report on a **pre-approved** article from a **scholarly** psychological journal and document the findings in a **minimum two page typed**, academically sound, research paper that is due on Class # 8. Further details on the report will be provided in a separate handout.

---

**LATE PAPERS WILL NOT BE ACCEPTED UNLESS PREARRANGED WITH INSTRUCTOR.**

---

<b><u>Course Requirements:</u></b>	<b><u>Points</u></b>	<b><u>Grading System</u></b>
Attendance and Participation.....	10	180 – 200 A
Test #1.....	50	160 – 179 B
Test #2.....	50	140 – 159 C
Reflective Exercises, 5 points each.....	15	120 – 139 D
Research Paper.....	20	Below 120 F
Chapter Quizzes (11).....	55	
<b>Total Point Value</b>	<b>200</b>	

## Reflective Exercises

- Reflective Exercise #1:** Due Class 4      Bring in and present two examples of optical, auditory, or tactile illusions that DO NOT appear in the textbook.
- Reflective Exercise #2:** Due Class 6      Write a 2 page story about an incident that had a psychological effect on you and relate how this incident "affected" your life.
- Reflective Exercise #3:** Due Class 10      List three things that you have gained from this class. List two activities that we did in class that you found beneficial. What would you do differently for this class if given the opportunity? What did you find most helpful? What did you find was the least helpful?

---

## SYLLABUS

**CLASS 1**    Course Introduction and Requirements. Survey of the Text  
Chapter 1:    What is Psychology?  
Chapter 2:    Theories of Personality  
Class activity: MBTI and R/L Brain inventory

---

**CLASS 2**    Chapter 2:    Theories of Personality (complete)  
Chapter 3:    Development Over the Life Span  
Class activity: Changes over time

---

**CLASS 3**    Chapter 4:    Neurons, Hormones, and the Brain  
Video: The Brain  
**Reflective Exercises #1 due next class**

---

**CLASS 4**    Reflective Exercise #1 Presentation  
Chapter 5:    Sensation and Perception  
Video: The Brain

---

### **FIRST EXAM NEXT CLASS**

---

**CLASS 5**    **1<sup>st</sup> half of course test (chapters 1 through 5)**  
Statistical Reasoning: Mean, Median and Mode  
Research paper or topic statement discussion  
**Reflective exercise #2 due next class**

---

**CLASS 6**    Reflective Exercise #2, turn in paper  
Chapter 6:    Thinking and Intelligence  
Chapter 7:    Memory  
Class activity: IQ "tests" and Memory games

---

**CLASS 7**    Chapter 8:    Learning  
Chapter 9:    Behavior in Social and Cultural Context  
Class activity: group reasoning

---

### **Research Papers due next class (no late papers will be accepted unless prearranged)**

---

**CLASS 8**    **Turn in Research Papers**  
Chapter 12:    Emotion, Stress, and Health  
Class activity: relaxation tape, Type A/B inventory, Road rage profile, etc.

---

**CLASS 9**    Chapter 13: The Major Motives of Life: Love, Sex, Food, and Work  
Chapters 10 and 11: Overview (if time permits)  
Video (If time permits)  
**Reflective exercise #3 due next class**

---

### **2<sup>nd</sup> half of course exam next class**

---

**CLASS 10**    **2<sup>nd</sup> half of course test (chapters 6 through 13, excluding 10 and 11)**  
**Turn in Reflective Exercise #3**  
**Individual Close-Out Sessions**

NOTE: SYLLABUS MAY BE ADJUSTED TO MEET CLASS NEEDS