

Chaminade University of Honolulu
Spring 2005
Online

Course No. & Title: PSY 101 General Psychology

Text: Myers, D. G. (2005). Exploring Psychology (6th Ed.).
New York, NY: Worth Publishers.

Instructor: Christofer Ecklund, M.S.
<http://www.chaminade.edu/online>
808.389.4858
Office hours by appointment only!

Note: Communication via phone is for emergencies and arranging of appointments only. Please email me if you have any questions, comments, or concerns. I DO NOT return calls to give out grades.

Course Description:

Students will examine the major theories and concepts in the study of behavior with introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior.

Student Learning Outcomes:

This course develops and assesses the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences. In addition, this course is a prerequisite for all 200, 300, and 400 level psychology courses. This course also addresses the Psychology Program student learning outcomes of 1) Scientific Method and its application in the field of Psychology and 2) Cross-Cultural Psychology.

Students will demonstrate an understanding of

1. Cross-cultural issues and how they apply to an understanding of general psychology.
2. Research and the scientific method and how it applies to an understanding of general psychology.
3. The discipline of psychology which will include:
 - a. Neuroscience and behavior.
 - b. The developing person.
 - c. Sensation and perception.
 - d. States of consciousness.
 - e. Learning and memory.
 - f. Thinking, language, and intelligence.
 - g. Motivation.
 - h. Emotions, stress, and health.
 - i. Personality
 - j. Psychological disorders.
 - k. Therapy.
 - l. Social psychology.

Evaluation Methods:

Quizzes	8 @ 10 ea	= 80
Weekly Discussion	10 @ 5	= 50
Midterm Exam	1 @ 50	= 50
Final Exam	1 @ 50	= 50
		<hr/> 230 pts.

Evaluation Scale:

A	207 – 230
B	184 – 206
C	161 – 183
D	138 – 160
F	< 137

THE INSTRUCTOR RESERVES THE RIGHT TO DETERMINE THE FINAL GRADE. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Assignments:

Chapter Quizzes:

There will be eight total 10-question, multiple-choice quizzes given during the quarter. The quizzes will cover the material due for that week. Each quiz will have a time limit of 20 minutes, after which the quiz will be locked.

Weekly Discussion

Each student will need to participate in a weekly forum discussion. The points you receive will be based on the quality of the posts you leave.

Midterm Exam

The midterm exam will be a 50-question, multiple-choice test with each question being worth one point. All material covered since the first class is eligible for testing. The exam will have a time limit of 2 hours, after which the exam will be locked.

Final Exam

The final exam will be a 50-question, multiple-choice test with each question being worth one point. All material covered since the midterm exam is eligible for testing. The exam will be held at Chaminade University on the 10th Saturday of the quarter. All students resided on Oahu must take the test at this time. Off island students will need to have their exam proctored. Please let me know if this is the case so as to set up an alternative site.

Teaching Philosophy:

As this class is online, you will be responsible for being actively involved in your learning. It is expected that you have all readings completed before posting in discussions or taking the quizzes or exams. Since this class has quite a bit of time flexibility, once you log on to take a quiz or exam, you must complete the quiz or exam during that session. You will not be able to log out and log back in to continue at a later time. I highly recommend you allow yourself the full time to take the quizzes or exam.

Preparation for Class:

Students are expected to have the weekly readings done before posting in discussions or taking quizzes or midterm exam. Each student is expected to participate equally in class discussions. Please respect your peers' thoughts and opinions. All students will have up to 11pm on Sunday of the present week to complete their quizzes or midterm exam and to post in the discussions. No late assignments will be accepted!

Academic Dishonesty/Plagiarism:

The University's policies and procedures regarding this topic will be enforced for the duration of this course. It is the student's responsibility to review the information and question anything that is unclear. All research papers must be properly cited by giving credit where credit is due. Please see the instructor with any questions.

Five Marianist Educational Values:

1. Educate for Formation in Faith

- a. Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

- a. In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

- a. Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

- a. The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

- a. In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met.

Each of these characteristics is integrated, to varying degrees, in this course.

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845 or Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

***SYLLABUS IS SUBJECT TO CHANGE WITH NOTICE**

<u>Week/Date</u>	<u>Topics</u>
WEEK 1 Introductions Chapter 1 Quiz 1	Thinking Critically
WEEK 2 Chapter 2 Chapter 3 Quiz 2	Neuroscience and behavior Nature & Nurture of Behavior
WEEK 3 Chapter 4 Chapter 5 Quiz 3	The Developing Person Sensation & Perception
WEEK 4 Chapter 6 Chapter 7 Quiz 4	States of Consciousness Learning
WEEK 5 MIDTERM EXAM	Chapters 1-7
WEEK 6 Chapter 8 Chapter 9 Quiz 5	Memory Thinking, Language, & Intelligence
WEEK 7 Chapter 10 Chapter 11 Quiz 6	Motivation Emotions, Stress, & Health
WEEK 8 Chapter 12 Chapter 13 Quiz 7	Personality Psychological Disorders
WEEK 9 Chapter 14 Chapter 15 Quiz 8	Therapy Social Psychology
WEEK 10 FINAL EXAM	Chapters 8-15