

**Chaminade University of Honolulu**  
**Winter 2005**

**Course No. & Title:** PSY 101 General Psychology

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

**Instructor:** Christofer Ecklund, M.S.  
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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 will be absent. I DO NOT return calls to give out grades or inform students of missed class work. Missed class work is YOUR responsibility!

**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:**

Attendance	20 @ 5 ea	= 100
Chapter Presentation	1 @ 50	= 50
Midterm Exam	1 @ 50	= 50
Final Exam	1 @ 50	= 50
		<hr/> 250 pts.

### **Evaluation Scale:**

A	225 – 250
B	200 – 224
C	175 – 199
D	150 – 174
F	< 149

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

## **Assignments:**

### Attendance

Students are expected to attend all classes. Attendance will be taken once when class starts and again when class finishes. Students will receive 5 points if they are present each time attendance is taken. If the student is not present when roll is called, they will lose the 5 points for that attendance session.

### Chapter Presentation

Each student will select one chapter to present to the class. The presentation should include all relevant material as defined by the text as well as visual aids.

### Midterm Exam

The midterm exam will be a 50-point, multiple-choice test with each question being worth one point. All material covered since the first class is eligible for testing.

### Final Exam

The final exam will be a 50-point, multiple-choice test with each question being worth one point. All material covered since the midterm exam is eligible for testing.

## **Teaching Philosophy:**

This class will be less of a lecture style course and more of a seminar where all students will discuss the topics at hand and learn from one another. I believe by using discussion as a method of learning, the student is exposed to topics, views, and opinions that may not have otherwise been presented. I am just one person, but if we all engage in discussion, we can learn from one another.

## **Preparation for Class:**

Students are expected to prepare before class by reading all assigned text and present any questions about any unclear or interesting material to the class for discussion. All students are expected to participate equally in class discussions. Please respect your peers' thoughts and opinions as well as coming to class ready to work.

## **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**

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