Chaminade University of Honolulu
Course Syllabus

COURSE NAME AND NUMBER: **PSY 101, Itroduction to Psychology**
CREDIT HOURS: **3**
TIMES AND LOCATIONS: **Thursday, 5:30 – 9:40 at Pearl Harbor Naval Base**
INSTRUCTOR: **Frank Palacat**
OFFICE: **UH – Windward Community College; Na'auao 120;**
COMMUNICATIONS:
　　　Phone: **236-9219**
　　　e-mail address: **palacatf@hawaii.edu**
OFFICE HOURS: **MW: 10:30–11:30pm, TTh: 11:00 – 12:00am** and by appointment

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.

2004 – 2005 CATALOG COURSE DESCRIPTION

Survey of the major theories and concepts in the study of behavior. Introduction to the
psychological aspects of sensory processes, normal and abnormal development,
learning, drives, emotions and social behavior.

I.　　**STUDENT LEARNING OUTCOMES: Upon completion of this course,**
　　　students will demonstrate an understanding of:
1.　　1. the field of psychology
2.　　2. the subdisciplines within the fields of psychology
3.　　3. the diversity of psychological issues in different cultures
4.　　4. the scientific method relative to the field of psychology
5.　　5. research within the context of psychology

II.　　**COURSE REQUIREMENTS:**
　　　To assess student learning outcomes each student will do:

　A. EXAMS (600 pts or 60% of total grade):
　　　Complete three (3) of four (4) exams covering assigned readings, class activities
　　　discussions, lectures, videos, and handouts. Each Exam will consist of questions
　　　in the form of Multiple Choice, True False, Fill in the Blank, and Short Answers.

Exam Dates:	Covering Material from:
Exam 1	Chapters 1 - 5
Exam 2	Chapters 6 - 10
Exam 3	Chapters 11 – 15
Exam 4	Chapters 1 - 15

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY**. Routine appointments are not emergencies and should be scheduled outside of class hours. Incase of emergencies, it is the responsibility of the student to contact the instructor.

B. CLASS ACTIVITIES/ ATTENDENCE (200 pts or 20% of total grade):
Each student is expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own "Psychology and Me" Portfolio (see C. below). Most activities will require preparation outside of class and sharing the work product in class group discussion. It is important to **plan ahead**; make certain you complete the work required outside of class so you are ready to share with the class when the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need **to participate.**

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Long-term unexcused absence may lead to loss of financial aid. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated.

C. "Psychology and Me" PORTFOLIO (200 pts or 20% of total grade):
Handout with instructions will be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted**.

III. <u>MODE OF INSTRUCTION*</u>:

Lectures, discussions, assigned readings, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in statistics will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

*<u>What to do if you have a learning difficulty or disability</u>

> If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, seeing, attention, concentration, or other) please let me know at the beginning of the semester. Do the same if English is your second language. 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, 7354845 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.

IV. ASSESSMENT:

Source	Possible Points
Exams (3x200)=	600 points
Participation in Class Activities =	200 points
"Psychology and Me" Portfolio =	200 points
Total =	**1000 points**

900 - 1000 points = A
800-899 points = B
700- 799 points = C
600 - 699 points = D
<600 points = F

V. TEXTBOOK:

Myers, D. (2004). Exploring Psychology 6th ed. New York: Worth

<u>Tentative Schedule</u>

Week:	CHAPTERS / ACTIVITY
1	Introduction, Ch. 1&2
2	Activity
3	Ch. 3,4&5, Study Guide
4	Review, **Exam 1**, Ch. 7
5	Ch. 6&8
6	Ch. 9&10, Study Guide
7	Review, **Exam 2**, Ch. 12
8	Ch. 13&14
9	Ch. 11&15, Study Guide
10	**Exam 3, Exam 4**

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

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

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

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

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

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 made.

> Selected from *Characteristics of Marianist Universities: A Resource Paper*,
> Published in 1999 by Chaminade University of Honolulu, St. Mary's University and
> University of Dayton

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