

# General Psychology

Psychology 100  
Spring, 2009

## General Course Information

Instructor: Jillene Grover Seiver, Ph.D.  
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Office Hours: By appointment.  
Text: *Psychology, 8th edition* by David Myers; [www.worthpublishers.com/myers8e](http://www.worthpublishers.com/myers8e)  
Class Meets: 7:30-9:20 a.m., T & Th, L219

## Course Description

General Psychology broadly surveys the knowledge and methods of the discipline of Psychology. This course will emphasize the development of critical thinking skills, and familiarity with scientific research and reasoning.

## Course Overview

This is an introductory-level course, which will survey most of the major issues in the field of psychology. The major goals for this course are:

1. Examine how human behavior is studied and analyzed by psychologists.
2. Gain greater insight into the behavior of ourselves and others.
3. Develop familiarity with the theories describing human behavior.
4. Familiarize ourselves with the symptoms of psychological disorders and the various treatment options.
5. Develop critical thinking skills and prepare ourselves to be cautious and analytical consumers of information that proclaims to be scientific or based on some form of research.

## Course Outcomes

*Upon completion of Psychology 100, students will be able to:*

1. Describe the purpose, comprehensive scope, and areas of application in the field of psychology.
2. Demonstrate knowledge of the scientific process by applying and/or critiquing various research methods used by psychologists in the study of behavior.
3. Recognize, compare and contrast various theoretical perspectives used to explain and guide psychological research and application.
4. Identify historical and present-day contributions of major psychologists.
5. Define important psychological terms, concepts, processes and principles.
6. Apply critical thinking to assumptions, claims, and common sense ideas about behavior.
7. Demonstrate the application of psychological principles and findings to one's own life.

*In terms of general education outcomes, students will be able to:*

1. Use cognitive and creative skills:
  - a. Analyzing (identifying and evaluating problems)
  - b. Synthesizing (interpreting situations, drawing conclusions, and making connections)
2. Improving communications skills:
  - a. Doing research (gathering and documenting information)
  - b. Delivering one or more written, oral and/or visual presentations with formal documentation
3. Applying personal skills: Understanding the influence of stress, nutrition, and life style on personal health and performance

## Course Requirements

## ✓ Weekly Online Tests:

There will be 11 weekly, non-cumulative online tests. Tests will consist of twenty-five multiple-choice questions. Each test will be worth 3% of your final grade.

- The tests will be available at <http://www.TheTestingCenter.com/tests/seiver> (include the entire address; you'll get stuck in an endless loop if you don't)
- To take the test:
  - Click on the current test's name and click "next."
  - Click on your name, then enter your SID in the password box.
    - Enter your SID with dashes included, as in XXX-XX-XXXX
    - Click "Go to Test."
  - DO NOT press the Enter key unless you're ready to submit the test for grading.
  - The tests will be available all week, until 7:30 a.m. on Monday.
  - You may take them at whatever time is most convenient for you prior to the deadline.
  - Give yourself plenty of time for computer mishaps.
    - **I will NOT extend the deadline if you have a computer problem.**
    - Plan for at least two ways to access the tests (e.g. school and home) to ensure that you won't miss the test.
  - Print out your results page in case a malfunction causes your score to be lost in the system.
  - I will collect your first score for each test.
- Your lowest test score will be dropped, so **no make-ups will be allowed**. If you have to miss a test, that will serve as your lowest score and will be dropped.

## ✓ Weekly Online Video Analyses

Each week, you'll log on to <http://www.learner.org/resources/series138.html> and view one or two 30-minute episodes of *Discovering Psychology*. Check the Course Calendar for the week's episode (the episodes are not in correct order relative to our text's topics).

- You will have to register with the site; it is free.
- You may watch the videos wherever you have internet access.
- On the due date, bring a written question that came to mind as you were watching the video. I will strive to answer every question each week. Questions will be worth 10 pts each week.

## ✓ In-class Midterms:

There will be three midterms, on the dates indicated on the calendar. Midterms will consist of 50 multiple-choice questions. Each midterm will be worth 15% of your final grade.

- **Materials:** You will need a scantron form and a #2 pencil for all midterms. Neither of these materials will be provided, so be sure to bring them with you. You may use the backs of used scantrons to save on scantrons.
- **Preparing for Midterms:**
  - The publisher's quizzes (described below, under "Extra Credit on Midterms") will provide a very good basis for the types of questions that will appear on the midterms.
  - In addition, the publisher's website includes excellent study tools that will assist you in preparing for the midterms. There's a "Chapter Review," flashcards, PsychSim tutorials, other simulations & demonstrations, PsychInquiry worksheets, and more.
  - In addition, I will post a study guide for each midterm on our web page, in the link called "Study Guides."
- **Extra Credit on Midterms:**
  - You can earn one extra credit point per chapter on each midterm by taking Quiz 1 for each chapter at [www.worthpublishers.com/myers8e](http://www.worthpublishers.com/myers8e).
  - You must register at the website before you take your first quiz. *If you don't do it correctly, you won't earn your credit. Follow these instructions explicitly.*
    1. Go to [www.worthpublishers.com/myers8e](http://www.worthpublishers.com/myers8e) and click on "I'm not registered. Sign me up

as a student.” Follow the instructions.

- For my email address, use [jseiver@bellevuecollege.edu](mailto:jseiver@bellevuecollege.edu) .
- Once you're registered, click on the current chapter number.
  1. In the Student Resources area, you'll see a header called "Quizzes," with links to Quiz 1 and Quiz 2.
  2. Complete Quiz 1 for each chapter that we're currently working on, making sure to click "submit" when you're done.
  3. The system will tell you which ones you got right and which ones you missed.
  4. You should print out your quiz results so that if something goes wrong, you can show me that you completed the assignment.
- I will collect your first score for each quiz; you must earn at least 50% to earn the extra credit for that chapter.
- You must complete the quizzes prior to 7:30 a.m. on the day of the midterm in order to earn credit.
- ***Make-up midterms:*** I will allow a make-up of a missed midterm if it was missed for one of the following, documented, reasons:
  - Personal illness or injury, documented by a doctor's note, and with notification to me before the test is missed (via phone or email)
  - Death in the immediate family, documented by a note from the funeral director.
  - I will NOT administer any midterms early for any reason.

### ✓ **Projects:**

Select one topic from each project list, complete the assignment, and submit your report on the due date indicated on the syllabus.

- Each project is worth 5% of your final grade.
- Projects must be either type-written, or written in LEGIBLE handwriting.
- You will find that some projects require a very brief statement as a report, whereas others ask for longer descriptions of your thought processes or behaviors. Simply fulfill the requirements of the topic, without concern for length.
- It is OK to work with a classmate to find the information for the project that you choose, but you must each submit your own independent work.
- It is NOT acceptable to copy and paste material directly from a website; you must reword the website's information and give me the gist. Copying and pasting is a form of cheating.
- These assignments will be graded pass/fail, so if your assignment is complete, correct, and on time, you will receive full credit. If it is incomplete, incorrect, or late, you will receive no credit.
- Turning in projects on time:
  - You may turn in your projects in class, either early, or on the date indicated on the syllabus.
  - You may turn in your project to my mailbox by 5 pm on the day BEFORE the project is due. Do not turn in projects to my mailbox on the day they are due; I will not receive them in time for them to be considered on time.
  - You may NOT e-mail your project to me. I will return, unread, any e-mailed projects.
  - Late projects will not be accepted for any reason, no matter how compelling.
  - If you choose a PsychSim topic, make sure to follow the instructions for submission on the "Projects" page on my webpage.

### ✓ **Attendance:**

I expect that you will attend lectures. There is a great deal of information presented in the text, and the lectures will serve to narrow that information down. Also, there will be a large number of demonstrations, film clips, and participatory activities that will enhance your experience. Attendance will not be required, but it is encouraged.

# Academic integrity

It is assumed that all students will maintain the highest academic integrity. Cheating of any sort, including copying on exams, falsifying records, plagiarism (e.g. copying and pasting from a website, collaborating on tests), etc. will not be tolerated, and suspected cheaters will be reported to the Dean of Academic Education.

## Grade Distribution

A:	95-100%
A-:	90-94%
B+:	87-89%
A:	84-86%
B-:	80-83%
C+:	77-79%
B:	74-76%
C-:	70-73%
D+:	67-69%
C:	60-66%
F:	<=59%

## Grade Breakdown

Tests:	10 @ 25 pts =	250 pts
Midterms:	3 @ 50 pts =	150 pts
Projects:	5 @ 30 pts =	150 pts
Video Questions:	17 @ 10 pts =	170 pts
Total:		670 pts

# Incompletes and Hardship Withdrawals

These options are reserved for students who, through unforeseeable circumstances, cannot complete a course that they were passing. If you wish to request one of these grading options, the following criteria must be met:












1. You are passing the class at the time of the request.
2. You must make your request in writing, explaining the circumstances and including any documentation.
3. In the case of an Incomplete, the circumstances must be acute. That is, they must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter.
4. In the case of a Hardship Withdrawal, the circumstances must be ongoing, such that the student would not be able to complete the course work within the following quarter. In other words, a student could not request a hardship withdrawal and then retake the course the following quarter.
5. Qualifying circumstances for Incompletes and Hardship Withdrawals *are limited to*:
  - a. Death in the immediate family (spouse, child, parent) documented by a funeral director's note.
  - b. Significant illness or injury (documented by a doctor's note) of self or a person for whom the student is primarily responsible.
  - c. Relocation outside of the Bellevue Community College area.


## Inclement Weather






If there is a storm and campus is open but you're not sure whether I will be holding class, please check the announcements page on our class website ([www.collegecontacts.net/jillseiver](http://www.collegecontacts.net/jillseiver)).

## Course Calendar

Week	Date	Topic	Chapter
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<b>1</b>	4/2 4/2	Welcome! Prologue <i>Discovering Psychology: 2. Understanding Research</i> 	Prologue
<b>2</b>	4/7 4/7  <b>by 4/9</b> 4/9 4/9 <b>4/9</b>	Question about <i>Discovering Psychology: 2</i> Thinking Critically with Psychological Science <i>Discovering Psychology: 3. The Behaving Brain</i>  <b>Test 1</b> Question about <i>Discovering Psychology: 3</i> Neuroscience and Behavior <b>Project 1 Due</b> <i>Discovering Psychology: 25. Cognitive Neuroscience</i> 	1  <b>Pro-1</b>  2
<b>3</b>	4/14 4/14  <b>by 4/16</b> 4/16 4/16	Question about <i>Discovering Psychology: 25</i> Neuroscience and Behavior, cont'd <i>Discovering Psychology: 26. Cultural Psychology</i>  <b>Test 2</b> Question about <i>Discovering Psychology: 26</i> The Nature and Nurture of Behavior <i>Discovering Psychology: 5. The Developing Child</i> 	2  <b>2</b>  3
<b>4</b>	<b>by 4/21</b> 4/21 4/21 <b>4/21</b>  4/23	<b>Test 3</b> Question about <i>Discovering Psychology: 5</i> The Developing Person <b>Project 2 Due</b> <i>Discovering Psychology: 18. Maturing and Aging</i>  <i>No Classes: Professional Development Day</i>	<b>3</b>  4
<b>5</b>	4/28 4/28  <b>by 4/30</b> <b>4/30</b> 4/30	Question about <i>Discovering Psychology: 18</i> The Developing Person <i>Discovering Psychology: 7. Sensation and Perception</i>  <b>Test 4</b> <b>Midterm 1: 7:30-8:20 a.m.</b> Question about <i>Discovering Psychology: 7</i> Sensation	4  <b>4</b> <b>Pro-4</b>  5
<b>6</b>	5/5  <b>by 5/7</b> 5/7 5/7 <b>5/7</b> 5/7	Perception <i>Discovering Psychology: 13. The Mind Awake and Asleep</i>  <b>Test 5</b> Question about <i>Discovering Psychology: 13</i> States of Consciousness <b>Project 3 Due</b> <i>Discovering Psychology: 14. The Mind Hidden and Divided</i> 	6  <b>5 &amp; 6</b>  7
<b>7</b>	5/12 5/12  <b>by 5/14</b> 5/14 5/14	Question about <i>Discovering Psychology: 14</i> States of Consciousness, cont'd <i>Discovering Psychology: 8. Learning</i>  <b>Test 6</b> Question about <i>Discovering Psychology: 8</i> Learning <i>Discovering Psychology: 9. Remembering and Forgetting</i> 	7  <b>7</b>  8

<b>8</b>	5/19 5/19  <b>by 5/19</b> <b>5/21</b> 5/21 5/21 <b>5/21</b>	Question about <i>Discovering Psychology: 9</i> Memory <i>Discovering Psychology: 10. Cognitive Processes</i> <b>Test 7</b>  <b>Midterm 2: 7:30-8:20 a.m.</b> Question about <i>Discovering Psychology: 10</i> Thinking and Language <b>Project 4 Due</b>	9  <b>8 &amp; 9</b> <b>5-9</b> 10
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		<i>Discovering Psychology: 16. Testing and Intelligence</i> 	
<b>9</b>	5/26 5/26  <b>by 5/28</b> 5/28 5/28	Question about <i>Discovering Psychology: 16 Intelligence</i> <i>Discovering Psychology: 15. The Self</i>  <b>Test 8</b> Question about <i>Discovering Psychology: 15 Personality</i>	11  <b><u>10 &amp; 11</u></b>  15
<b>10</b>	6/2 - <b>by 6/4</b> 6/4 6/4 <b>6/4</b>	Personality, cont'd <i>Discovering Psychology: 21. Psychopathology</i>  <b>Test 9</b> Question about <i>Discovering Psychology: 21 Psychological Disorders</i> <b>Project 5 Due</b> <i>Discovering Psychology: 22. Psychotherapy</i> 	15  <b><u>15</u></b>  16
<b>11</b>	6/9 6/9  <b>by 6/11</b> 6/11 6/11	Question about <i>Discovering Psychology: 22 Treatment of Psychological Disorders</i> <i>Discovering Psychology: 19. The Power of the Situation</i>  <b>Test 10</b> Question about <i>Discovering Psychology: 19 Social Psychology</i>	17 - <b><u>16 &amp; 17</u></b> - 18
<b>12</b>	<b>by 6/16</b> <b>6/16</b>	<b>Test 11</b> <b>Midterm 3: 7:30-8:20 a.m.</b>	<b><u>18</u></b> <b><u>10-18</u></b>

GenEd Area	Rtg	Comment
Critical Thinking, Creativity, and Problem Solving	2	In Introductory Psychology students must learn to apply critical thinking methods in assessing the validity of claims about human behavior. Students learn research design and apply scientific method in the process of identifying problems and issues. Students are able to process information with valid learning generalizations and brainstorm solutions with supported opinions. Students learn to evaluate credibility of sources based on objectivity and bias. Students demonstrate competency on a test basis.
Quantitative and Logical	1	
Research/Information Literacy	1	
Reading	1	
Writing	1	
Listening and Speaking	1	
Visual	0	
Computer Literacy	1	
Self Assessment/ Life Goals	0	
Group Processes	1	
Ethics	1	
Lifelong Learning	1	
Historical and Intellectual Perspectives	1	Students learn the contributions of the major Western thinkers in Psychological theory. They examine the cultural values of past and current decades and how the pattern of change influences behavior. Students contrast Eastern and Western perspectives and industrialized and developing values in order to determine the effect on lifestyle. Students discuss these issues in class and are tested on their understanding.
Aesthetic Awareness	0	

<b>Cultural Diversity</b>	<b>2</b>	Students learn about effective mental health functioning in society. Students learn about discrimination, bias and stereotyping through discussion and value clarification activities. Our students are exposed to different perspectives in culture and are asked to compare and contrast cultural values on a global basis.
<b>The Nature of Science</b>	<b>2</b>	Students learn the scientific process of inquiry. They are familiar with research design, appropriate data collection and ultimately, discerning validity. Our students learn an interdisciplinary perspective of human behavior including anthropological, psychological and sociological methods
<b>Science &amp; the Natural World</b>	<b>1</b>	Students study the evolutionary perspective as a unifying principle of human behavior. Our students examine examples of adaptive characteristics leading to survival and how that can influence modern behavior. Students learn about the central nervous system and how the brain communicates through the process of neurochemistry.
<b>Technology and Society</b>	<b>1</b>	