

Introduction to Psychology

Psychology 100

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Required Text: Hockenbury and Hockenbury, Discovering Psychology 4rd edition, Worth, Publisher

Course Description:

Psychology is the scientific study of behavior and mental processing. In this survey course, important basic areas of psychological research will be examined including the biological aspects of life, social, emotional and cognitive development, as well as diagnosis and treatment of individual and social problems. This course will emphasize terminology, methodology, concepts and principles of psychology in the context of the dominant historical and theoretical perspectives.

Course Objectives:

Upon completion of this course, the successful student will be able to:

1. Describe the purpose, comprehensive scope, and areas of application in the discipline 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.
Analyzing identifying and evaluating problems
Synthesizing (interpreting situations, drawing conclusions, and making connections.)
2. Improve communication skills.
Doing research (gathering and documenting information)
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.

Grading and Exams:

In conformity with BCC's grading policy, the grades will be assigned as follows (percentages).

A	100 - 95
A-	94 - 90
B+	89 - 86
B	85 - 83
B-	82 - 80
C+	79 - 75
C	74 - 70
C-	69 - 60
D+	59 - 55
D	54 - 50
F	49 - Below

Your final grade will be based on a total of 500 points. They will be broken down as follows:

Exams:

There will be five exams, each worth 100 points. Your grade will be calculated on the basis of your best four exam scores. Each exam will cover information from the text, lectures and class discussions. The test format will contain multiple choice and essay questions. You will need to bring a **Scantron sheet and a number 2 pencil** to each exam. Paper for the essay questions will be provided. If after the final exam, you wish to receive your results prior to reviewing your transcript, you may bring a self-addressed stamped envelope to the final exam day and your exam will be mailed to you.

Make- up exam policy:

No make-up exams will be given. It is customary to drop your lowest exam score. If you are unable to attend class on the day of an exam, the missed exam will be accepted as your lowest score. In the event of an exam that is scheduled at a time when you know that you will be gone, you may arrange to take it early. **Only one missed exam will be dropped.** Use this condition wisely.

Perspectives Project Portfolio:

Your writing assignment will consist of a portfolio that surveys research on any aspect of human behavior that can be explained from each of the major theoretical perspectives in the field of psychology. You are to find six articles from **academic journals, otherwise referred to as peer reviewed articles (not Psychology Today, Discover magazine, etc.)** These articles will represent the six theoretical perspectives that we will be discussing in the first week of the course. You will be identifying the words and phrases or research methods that indicate to you which perspective it is being written from. On a cover page attached to each article, you will summarize the article in your own words, discuss your understanding of the perspective that it reflects and discuss the indicators that helped you recognize the perspective from which it is written. It must be typed, double spaced, stapled, and bound in a flat binder (**no three holed binders or plastic covers are accepted**). Refer to the perspectives project handout and scoring rubric (attached) for detailed guidelines. The portfolio will be potentially worth 100 points. It is due no later than **the time and date indicated in your class schedule; no exceptions.** A 10% reduction will be assessed for each day that the portfolio is late. Portfolios that are delivered to the office will be assessed a 5% deduction.

Class Policies:

Attendance:

As adult students, you are expected to be able to manage your own time and priorities. Therefore, with the exception of days when demonstrations, exams and activities are scheduled, attendance will not be taken. This is college. You are not expected to call and explain your absence. However, you **are** responsible for obtaining lecture notes from fellow students and to gain information regarding announcements or changes in schedule that you may have missed. Studies have shown that the students who attend class regularly also achieve better grades and comprehension. They are also the students who enrich the class with their participation. Therefore, they will be rewarded for their contribution by attendance points taken randomly throughout the quarter.

Class Conduct:

While it is my hope that you will come to view your time in class as yours to use as best meets your needs, it is important to keep in mind that you are sharing this time with at least 41 other students who may have needs that differ from your own. In as much as all of you have paid dearly for the information that you need from this course, it is important to make sure that the classroom environment is as conducive to scholarship as possible. Therefore, a few courtesies are required and will be enforced by me:

Punctuality :

Please **be on time** for class. Late arrivals result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. If circumstances prevent you from arriving on time, please take a seat **closest to the door** to reduce the number of students who are distracted by your late arrival. Once class has commenced, **do not leave before the end of the hour**. Students sometimes encounter circumstances in which they have to leave class before the end of the hour. Once again, this creates a distraction for others. If you should have to leave early, **please arrange to sit close to the door and do not reenter the room once you have left**.

Class Participation:

You are encouraged to participate in discussions of the theories and concepts that will be presented to the class. This has the effect of expanding your comprehension of the material and enriching the learning experience for yourself and your fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. You are encouraged to share your reactions with the class as long as they pertain to the material. **However, side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated**. Once the distracting student comes to my attention, we will all observe a moment of silence while we listen in on the conversation. **If students persist in distracting from the lecture they will be asked to remove themselves from the classroom. Reentry in to the course will require a discussion with the Associate Dean of Students.**

Discussion Expectations:

Class discussions, while enriching can also be challenging and disturbing. You may find that your fellow students may hold beliefs and opinions that conflict with your own. This is an opportunity to exercise your listening skills, perfect your critical reasoning skills and learn to examine claims based on supporting evidence. **It is imperative that this learning environment be safe and open for all students regardless of age, sexual orientation, race, religion, gender, or perspective**. Therefore, we will observe the following rules for discussion:

1. We are not here to persuade the other to our point of view; rather to examine the merits of each position, based on evidence.
2. We can respect the person even if we don't share his/her opinions.

3. We will give each participant their time to express their views without interruption, argumentation, or disrespectful gestures, laughter, or facial expressions, etc.
4. We will question the evidence or the claim; not the person.
5. We will remain open to corrective feedback as to our views and/or the impact of our communication style.
6. We will remain aware of the time and seek to not dominate the discussion. No more than two comments before yielding the time to others.
7. We will avoid phrases such as:
“People like that...”
“Well, you’re just...”
“That’s a stupid question....idea....etc.”

Cell Phones:

Cell phones are a convenience, not a right. They create a distraction for your fellow students. **Cell phones are to be turned off while in a classroom. Students who neglect to turn off their phones before class will be excused from class for the hour if their phones ring during class time.**

Disabled Students:

If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible.

Class Schedule

9/24	Chapter 1	Introduction and Research Methods
10/1	Chapter 2	Psychobiological Processes
<u>10/8</u>	<u>EXAM I</u>	<u>Chapters 1 and 2</u>
10/8	Chapter 3	Sensation and Perception
10/15	Chapter 4	Consciousness and Its Variations
<u>10/22</u>	<u>EXAM II</u>	<u>Chapters 3 and 4</u>
10/22	Chapter 5	Learning
10/29	Chapter 6	Memory
<u>11/5</u>	<u>EXAM III</u>	<u>Chapters 5 and 6</u>
11/5	Chapter 8	Motivation and Emotion
<u>11/13</u>	<u>Portfolio Projects Due</u>	
11/13	Chapter 9	Lifespan Development
<u>11/19</u>	<u>EXAM IV</u>	<u>Chapters 8 and 9</u>
11/19	Chapter 10	Personality
<u>11/26</u>	Chapter 11	Social Psychology
12/3	Chapter 13	Psychological Disorders and Treatment
12/3	Chapter 14	Therapies

Final Exam Schedule:

12/10 @ 11:30 - 12:20 Exam V Chapters 10, 11, 13 and 14

Perspectives in Psychology Project Psychology 100

Project Objectives:

This project is designed to acquaint you with the six theoretical perspectives in the discipline of psychology. Each perspective influences the way in which behavior is studied and theories are developed. In some cases, the perspective even influences which aspects of behavior are examined or acknowledged.

In the completion of this project, you should be able to recognize theoretical perspectives by the language and research methods that are employed. You will be able to utilize data banks to access academic journals and will be able to read journal articles with comprehension. You will be expected to find articles that reflect the six major perspectives of psychology from academic journals that can be found in the BCC library.. The instructions for the project are as follows.

You are to turn in a portfolio of six articles representing the **Physiological, Behavioral, Cognitive, Psychoanalytic, Humanistic, and Socio-cultural** perspectives.

- Each article will have highlighted those words and phrases that indicate to you which of the perspectives is represented.
- In some cases you may discover that more than one perspective is expressed. You will want to highlight each perspective with different colors.
- Each article will be attached to your written explanation as to why you think it is written from a given perspective.
- Your explanation will contain the following:
 - A brief summary of the article in your own words.
 - An **detailed** explanation of the theoretical perspective that is featured in the article.
 - An explanation of the indicators that lead you to the conclusion as to which perspective is featured.

You may consult your text and lecture notes for a description of the language, underlying assumptions, and research methods of each perspective.

This assignment is due no later than the date stipulated in your syllabus.

Psych 100 Perspectives Project Scoring Rubric

Name: _____

Total Score: _____

Clarity, written mechanics and attractive presentation of portfolio, proper APA citation format: _____

Physiological or Biological Perspective:

- ____ Selection of Article:
 - ____ Article clearly and appropriately represents the perspective.
 - ____ Article is from an academic journal or refereed site.
- ____ Summary of the article
 - ____ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ____ Summary identified the major elements of the research.
- ____ Description of the physiological perspective:
 - ____ Description includes the major elements of the Physiological perspective that distinguishes it from the other perspectives.
 - ____ Description includes an identification of the aspects of the article that indicate that it is representative of the Physiological perspective.

Behavioral Perspective:

- ____ Selection of Article:
 - ____ Article clearly and appropriately represents the perspective.
 - ____ Article is from an academic journal or refereed site.
- ____ Summary of the article
 - ____ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ____ Summary identified the major elements of the research.
- ____ Description of the Behavioral perspective:
 - ____ Description includes the major elements of the Behavioral perspective that distinguishes it from the other perspectives.
 - ____ Description includes an identification of the aspects of the article that indicate that it is representative of the Behavioral perspective.

Cognitive Perspective:

- ____ Selection of Article:
 - ____ Article clearly and appropriately represents the perspective.
 - ____ Article is from an academic journal or refereed site.
- ____ Summary of the article
 - ____ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ____ Summary identified the major elements of the research.
- ____ Description of the Cognitive perspective:
 - ____ Description includes the major elements of the Cognitive perspective that distinguishes it from the other perspectives.
 - ____ Description includes an identification of the aspects of the article that indicate that it is representative of the Cognitive perspective.

Psychodynamic or Psychoanalytic Perspective:

- ___ Selection of Article:
 - ___ Article clearly and appropriately represents the perspective.
 - ___ Article is from an academic journal or refereed site.
- ___ Summary of the article
 - ___ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ___ Summary identified the major elements of the research.
- ___ Description of the Psychoanalytic perspective:
 - ___ Description includes the major elements of the Psychoanalytic perspective that distinguishes it from the other perspectives.
 - ___ Description includes an identification of the aspects of the article that indicate that it is representative of the Psychoanalytic perspective.

Humanistic Perspective:

- ___ Selection of Article:
 - ___ Article clearly and appropriately represents the perspective.
 - ___ Article is from an academic journal or refereed site.
- ___ Summary of the article
 - ___ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ___ Summary identified the major elements of the research.
- ___ Description of the Humanistic perspective:
 - ___ Description includes the major elements of the Humanistic perspective that distinguishes it from the other perspectives.
 - ___ Description includes an identification of the aspects of the article that indicate that it is representative of the Humanistic perspective.

Socio-cultural Perspective:

- ___ Selection of Article:
 - ___ Article clearly and appropriately represents the perspective.
 - ___ Article is from an academic journal or refereed site.
- ___ Summary of the article
 - ___ Summary clearly and concisely demonstrates a comprehension of the research and conclusions of the article.
 - ___ Summary identified the major elements of the research.
- ___ Description of the Socio-cultural perspective:
 - ___ Description includes the major elements of the Socio-cultural perspective that distinguishes it from the other perspectives.
 - ___ Description includes an identification of the aspects of the article that indicate that it is representative of the Socio-cultural perspective.