

**Benedictine University  
SPRINGFIELD COLLEGE  
IN ILLINOIS**

**GENERAL PSYCHOLOGY (PSY 210-70)      Patricia Giacomini (Instructor)**

**Welcome to the course of General Psychology!**

**Definition of Psychology**

The scientific study of the holistic behavior of living organisms.

The **focus** is on psychology as a science and the study of human behavior.

Our **goal** is to understand and accept the holistic behavior of self and others.

You will enjoy learning about the many topics in the study of psychology.

We have such a short period of time to cover so much information.

**I would like for you to complete the following assignments by the first night of class.**

- 1. Review the syllabus and the schedule.**
- 2. Read Chapter 1 and answer the questions in your textbook at the end of the chapter.**
- 3. Answer the following student objectives for Chapter 1 included in this packet.  
#1, 2, 6, 8, 9, 10, 11, 12, 13, 14.  
Please answer on 3-ring paper and place in a binder.  
Most of the objectives can be answered from the information in the text but  
Some may need to be answered from other resources.**

You will find the textbook very student friendly. **Read and enjoy!!**

The first night of class, I would like for you to participate in the discussion of the information in Chapter 1. I will be giving notes on Chapter 1 and continue with the Appendix.

**I look forward to seeing you Monday, August 22, 2005 at 6 p.m. in room L15.**



**B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted Dec.9, 2004, are addressed:**

- **Content Knowledge** (Lifelong Learning) CK.  
Know and apply the central concepts of the subject matter. CK-1  
Use current research to support assumptions and beliefs. CK-2  
Use technology to enhance learning CK-3
- **Communication Skills** (Lifelong Learning and Leadership) CS.  
Communicate effectively in oral and written forms. CS-1
- **Problem Solving Skills** (Lifelong Learning and Leadership) PS.  
Seek information and develop an in-depth knowledge base, grounded in research. (PS-2)  
Use self-reflection to enhance personal growth and understanding of content. (PS-3)
- **Social Responsibility** (Service and Leadership) SR.  
Evaluate how choices and actions affect others. SR-1  
Develop good citizenship. SR-3
- **Global Perspectives** (Diversity) GP.  
Recognize the importance of diversity of opinion, abilities and cultures. GP-1
- **Self-Direction and Personal Growth** (Lifelong Learning) SD.  
Develop a sense of intellectual curiosity. SD-1

**C. Course Based Student Learning Objectives.** Upon completion of the course, students will be able to demonstrate their mastery of the following learning outcomes, addressing the following CSLOs (in parentheses):

- CBSLO-1. To identify and compare the major biopsychosocial-moral research theories in the field of psychology. (CK-1, CK-3, SR-1, GP-1)
- CBSLO-2). To describe physiological information related to the human nervous system and the psychological processes of sensation, perception, language and cognition. (CK-1, PS-2, PS-3, GP-1, SD-1)
- CBSLO-3). To evaluate basic concepts regarding the experience of human thinking, intelligence and memory including types of assessment and measurement techniques. (CK-1, CK-3, PS-3, GP-1, SD-1)
- CBSLO-4). To describe maladaptive types of behavioral adjustment and treatment approaches including community services to assist self and others improve the quality of life. (CK-1, PS-2, PS-3, SR-1, SR-3, GP-1, SD-1)
- CBSLO-5). To exercise critical and ethical thinking in the use of research study and evaluative skills in written and oral presentation, including the use of the World Wide Web for informative and peer-reviewed research and evaluating Web sites for content (CK-3, CS-1, PS-2, SR-3, GP-1. SD-1).

**V. Teaching Methods/Delivery System.**

Teaching methods may include lecture, class discussion, small group activities, student presentations, and audiovisual material.

Although much material in this course is covered by the instructor in lecture format, it is the belief of this instructor that the student will benefit most by taking an active role in the process of learning. Student assignments and learning activities support this philosophy and are provided to enhance learning. Contact me if you have questions or comments and **please do not hesitate to ask for help.**

## VI. Course Requirements

### A. *Attendance Policy* - **Attendance is important and will be recorded!!**

Class attendance will impact your final grade! To avoid class disruption, students must be on time. If absent, notes are to be obtained from another student. The student should refer to the class schedule for assignments. If there are questions, the student should contact the instructor before the next scheduled class.

(see page 1 of this syllabus for phone numbers)

### B. *Reading Assignments* – **Please see course schedule/calendar for assignments.**

It is expected that the student will have completed all assignments before coming to class, including reading assignments, and will be prepared to participate in class.

### C. *Written and Oral Assignments* -

- \* An individual or group presentation of research information on a selected topic of interest using some type of teaching technology such as PowerPoint is required. (attachment 1). Current **research journal** references should be used and cited in the appropriate MLA or APA format. Depending on the size of the group, the presentation should be 20 to 30 minutes in length. A detailed written outline and a bibliography written in MLA or APA style is required. (CBLSO 5)  
Please review the grading tool for the presentation assignment (attachment 2).

#### **Research Journals**

Scholars publish most of their research in peer reviewed journals, which are the core information source in virtually every academic discipline. The major sections of an article include the abstract, introduction, literature review, research method, results, discussion, and references

#### \* **Unit Tests:**

There are six unit tests and a cumulative final examination with a combination of multiple-choice and essay questions. All questions will evaluate the student's ability to identify, discuss and reflect on the course goals and objectives. (CBLSO 1,2,3,4,5)

**NOTE: If the student is absent for a test, a different, but equally valid, form of the test must be taken ON THE SAME DAY & TIME OF THE NEXT TEXT. If the student is absent for two tests, the student will be asked to withdraw from the course. REGARDLESS OF THE REASON FOR NOT TAKING A TEST ON THE DAY ASSIGNED, ALL EXTRA POINTS WILL BE FORFEITED FOR THAT TEST.**

### D. *Professionalism:*

The student is expected to be considerate and respectful to others.

It is important to be accountable and demonstrate mature and professional behavior.

## VI. Means of Evaluation of Outcomes

Your final grade will be based on assignments weighted as follows:

Unit Test Grade Average ----- 70% Total Grade

Research Presentation Grade ---- 30% Total Grade

The SCI's grade scale is as follows:

A = 100 – 89.50

B = 89.49 – 79.50

C = 79.49 – 69.50

D = 69.49 – 59.50

E = 59.49 -----

### *Plagiarism*

Students should avoid plagiarism in all written and oral assignments.

Plagiarism is defined as follows: “The act of appropriating the literary composition of another, or parts of passages of his [or her] writing, or the ideas of language of the same and passing them off as the product of one’s own mind. To be liable for plagiarism it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof.” Black’s Law Dictionary 1035 (5<sup>th</sup> ed. 1979). Also useful to establish guidelines for delineating plagiarism is Diana Hacker’s definition: “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (2) failing to put summaries and paraphrases in your own words.” (A Writer’s Reference by Diana Hacker, Bedford St. Martin’s Press, 2003, page 331.)The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

## VII. Course Outline. The course outline is as follows:

### UNIT I: THE SCIENCE OF HUMAN BEHAVIOR

- A. What is the Science of Behavior?
- B. Types of Psychology
- C. Methods of Research
- D. Statistics
- E. Historical Perspectives

### UNIT II: UNDERSTANDING DEVELOPMENT OF ONE'S PERSONALITY

- A. Personality and Personality Determinants
- B. Freud's Psychosexual Stages of Development
- C. Erikson's Psychosocial Stages of Development
- D. Kubler-Ross's Stages of Death and Dying

**UNIT III: BASIC PROCESSES IN BEHAVIOR**

- A. Perception
- B. Learning and Conditioning
- C. Behavior Modification
- D. Motivation

**UNIT IV: COMPLEX PROCESSES IN BEHAVIOR**

- A. Memory
- B. Thinking
- C. Intelligence

**UNIT V: BEHAVIOR PATHOLOGY**

- A. Needs
- B. Motivation
- C. Stress
  - 1. Stress in the Workplace
- D. Mental Mechanisms
- E. Abnormal Behavior
- F. Community Resources

**VIII. Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

**IX. Assessment**

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus in Sections IV and VI. This instructor will use the pre-test/post-test, learning self assessment tool, minute or “muddiest point” papers and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

## **XI. Illinois Articulation Initiative.**

PSY 210 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for iTransfer Course S6 900 (as follows).....

**S6 900: General Psychology** (3 semester credits). Psychology is the scientific study of human and animal behavior, as well as those biological and mental processes that underlie behavior. Upon satisfactory completion of one or more psychology courses, students will be able to:

- explain the nature of psychology as a contemporary science, discuss psychological issues intelligently and methodically, and describe both the contributions and limitations of psychological science and the promise of the future of the field and its attendant problems;
- explain the role played by the scientific method in the acquisition of knowledge about the basic principles of human and animal behavior;
- identify the principles that govern human and animal behavior and apply these principles to their own lives to enhance interactions between individuals and among societal groups;
- apply a knowledge of the historical background, basic theories, facts, and research questions in such major topic areas as research methods, biological psychology, cognitive psychology, learning theory and memory, perceptual processes, developmental psychology, personality, abnormal/clinical psychology, and social psychology;
- summarize research-based knowledge concerning the application of psychological principles to everyday life, including the study of the behavior of individuals and groups, the parameters of behavioral deviance and its various therapies, the study of individual differences, and explain the role of psychology in such areas as industry, complex organizations, law, and education; and
- explain and appropriately apply the code of ethics in psychology in diverse situations.

**SOME SUGGESTED RESEARCH TOPICS (PSY 210)**

1. Birth Order: The personality differences in the oldest, middle and youngest child.
2. Violence and Human Behavior: Controlling Aggression.
3. Punishment and Discipline: Raising Kids in the 2000's
3. Motivation and Commitment.
4. Dreams.
5. Sleep Disorders.
6. Consumer Psychology.
7. Crisis and People Response.
8. Stress and the Workplace.
9. The Effect of Music on Emotion.
10. Body Language.
11. The Psychology of Color
12. Life After Death.
13. Pain.
14. How Kids Learn: Cognitive Development.
15. Hypnosis.
16. Language Development.
17. Thinking and Critical Thinking.
18. Confidence/Self-Esteem/Over-Confidence.
19. Intelligence.
20. The Psychology of Attraction; Friendship.
21. Procrastination.
22. Attitudes and Action.
23. Psychology in Cartoons

**PRESENTATION GRADING TOOL**

STUDENT \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

**1. RESOURCES****COMMENTS**

- \*Submits Typed Bibliography **on Day of Presentation** (7) \_\_\_\_\_
- \***Submits Typed Outline on Day of Presentation** (7) \_\_\_\_\_
- \*Uses **Recent** Published Research (4) \_\_\_\_\_
- \***Cites Resources in Presentation** (4) \_\_\_\_\_
- \***Submits at Least 2 Journal Research Articles and at least 2 other informational articles (Complete articles)** (8) \_\_\_\_\_
- Total (30)** \_\_\_\_\_

**2. INTRODUCTION OF SELF/TOPIC**

- \*Introduction of Self & Presentation Topic to audience (2) \_\_\_\_\_
- \*Interest of Audience (2) \_\_\_\_\_
- \*Questions/Discussion By Audience (2) \_\_\_\_\_
- Total (6)** \_\_\_\_\_

**3. PRESENTATION OF INFORMATION**

- \*Creativity (2) \_\_\_\_\_
- \*Eye Contact With Audience (2) \_\_\_\_\_
- \*Appropriate Language; Speaks Loudly and Clearly (2) \_\_\_\_\_
- \***Uses Teaching Strategies (power-point, slides, video, chalk board, etc.)** (10) \_\_\_\_\_
- \*Appropriate Dress – No cap/hat (2) \_\_\_\_\_
- \*Appropriate Body Language & Manner (2) \_\_\_\_\_
- Total (20)** \_\_\_\_\_

**4. ORGANIZATION AND INFORMATION**

- \*Organization of Presented Information (5) \_\_\_\_\_
- \*Coverage of Topic (24) \_\_\_\_\_
- \*Applied Examples (5) \_\_\_\_\_
- \***Research Method** (10) \_\_\_\_\_
- Total (44)** \_\_\_\_\_

Total Score \_\_\_\_\_ Grade \_\_\_\_\_

## TENTATIVE SCHEDULE

**GENERAL PSYCHOLOGY (PSY 210-70)**

**M 6:00PM – 10:00PM**

<b>DATE</b>	<b>TOPIC</b>	<b>REFERENCES</b>
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### UNIT I: THE SCIENCE OF PSYCHOLOGY

08/22/05	Introduction and Objectives What is the Science of Psychology? Types of Psychology -Psychologists at Work Exploring Psychology's Roots Schools of Thought in Psychology -Current Trends to Understand Behavior Methods of Research -Research Presentation Guidelines Use of Statistics in Psychology Audiovisual & Discussion	Pre-test & Syl. Chap. 1  Chap. 1  Chap. 1  Appendix  Appendix Chap. 2 Review
08/29	Statistics in Psychology (cont'd) Biology & Behavior Audiovisual & Discussion	Appendix Chap. 2 Review

09/05 **UNIT I TEST**

### UNIT II: UNDERSTANDING DEVELOPMENT OF ONE'S PERSONALITY

	Personality & Personality Determinants Child, Adolescent & Adult Development Gender Development Freud's Psychosexual Stages Erikson's Psychosocial Stages Kubler Ross's Theory - Death & Dying Audiovisual & Discussion	Notes Chap. 9,10 Chap. 12 Chap. 14
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09/12 **UNIT II TEST**

### UNIT III: BASIC PROCESSES IN BEHAVIOR

Perception & Sensation	Chap. 3
Learning & Learning Theories	Chap. 5
Behavior Change Process	
Audiovisual & Discussion	

09/19

**UNIT III TEST****UNIT IV: COMPLEX BEHAVIOR PROCESSES**

Memory	Chap. 6
Intelligence & Mental Abilities	Chap. 7, 8
Psychological Testing	
Thinking & Critical Thinking	
Audiovisual & Discussion	

09/26

**UNIT IV TEST****UNIT V: BEHAVIOR PATHOLOGY**

Need Reduction Theory	Chap. 11
Motivation	Chap. 12
Psychology in the Workplace	Chap. 18
Health & Stress	Chap. 13
Mental Mechanisms	
Audiovisual & Discussion	

10/03

**UNIT V – Part A TEST**

Psychiatric Disorders	Chap. 12
Treatment Approaches	Chap. 13
Community Resources	
Audiovisual & Discussion	

10/10

**UNIT V – Part B Test  
Review test**

