

**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;  
#1, 2, 6, 8, 9, 10, 11, 12, 13, 14. The objectives are on a separate handout.  
\*\*\*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 information from the Appendix.

**I look forward to seeing you Wednesday, August 23, 2006 at 6 p.m. in room L15.**

**Benedictine University  
SPRINGFIELD COLLEGE  
IN ILLINOIS**

**Session E - Fall, 2006**  
**Class Location - L 15**  
**Class Meeting Time – 6pm – 10pm**  
**Day of Week – Wednesday**

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**GENERAL PSYCHOLOGY (PSY 210)**

**I. Course Description**

This course provides a general introduction to the science of human behavior. Emphasis is placed on the basic psychological processes of perception, learning, and motivation as they relate to personality, individual differences, social behavior, and behavioral disorders.

**Prerequisites:** None

**II. Textbook**

Required Text:

Wood, S., Wood E., Boyd, D. (2006). *Mastering the World of Psychology*, Boston, MA., Allyn and Bacon Publishing Company.

**III. Mission Statement**

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in the diverse world.

**III. Goals, Objectives and Outcomes.**

**A. Goals. Upon completion of the course the student will:**

- Understand & accept the holistic behavior of self and others.
- Appreciate the diversity of psychology as a science that systemically studies human behavior.
- Reflect on the major biopsychosocial-moral theories as related to human behavior.
- Recognize how psychological principles pertain to everyday life.
- Understand the process to critically and ethically evaluate research information related to psychology.

**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. 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.

#### **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 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 as soon as possible.

**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 course 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 and Schedule

**GENERAL PSYCHOLOGY (PSY 210-70)**  
**Session E August 23 – October 11**

**W 6:00PM – 10:00PM**

<b>DATE</b>	<b>TOPIC</b>	<b>REFERENCES</b>
<b>UNIT I: THE SCIENCE OF PSYCHOLOGY</b>		
<b>08/23/06</b>	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
<b>08/30</b>	Statistics in Psychology (cont'd) Biology & Behavior Audiovisual & Discussion	Appendix Chap. 2 Review
<b>09/06</b>	<b>**UNIT I TEST</b>	
<b>UNIT II: UNDERSTANDING DEVELOPMENT OF ONE'S PERSONALITY</b>		
	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
<b>09/13</b>	<b>**UNIT II TEST</b>	
<b>UNIT III: BASIC PROCESSES IN BEHAVIOR</b>		
	Perception & Sensation Learning & Learning Theories Behavior Change Process Audiovisual & Discussion	Chap. 3 Chap. 5

<b>09/20</b>	<b>**UNIT III TEST</b>	
	<b>UNIT IV: COMPLEX BEHAVIOR PROCESSES</b>	
	Memory	Chap. 6
	Intelligence & Mental Abilities	Chap. 7, 8
	Psychological Testing	
	Thinking & Critical Thinking	
	Audiovisual & Discussion	
<b>09/27</b>	<b>**UNIT IV TEST</b>	
	<b>UNIT V: BEHAVIOR PATHOLOGY</b>	
	Need Reduction Theory	Chap. 11
	Motivation	Chap. 12
	Health & Stress	Chap. 13
	Mental Mechanisms	
	Audiovisual & Discussion	
<b>10/04</b>	<b>**UNIT V – Part A TEST</b>	
	Psychiatric Disorders	Chap. 12
	Treatment Approaches	Chap. 13
	Community Resources	
	Audiovisual & Discussion	
<b>10/11</b>	<b>**UNIT V – Part B Test</b>	
	<b>Review test</b>	

### **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 (Submit on the Day of Presentation)      COMMENTS**

*Submits Typed Bibliography	(6) _____
* <b>Submits Typed Outline</b>	(7) _____
*Uses <b>Recent</b> Published Research	(3) _____
* <b>Cites Resources in Presentation</b>	(4) _____
* <b>Submits at Least 1 Journal Research Articles and at least 2 other informational articles (Submit complete articles)</b>	(4) _____ (6) _____
	<b>Total (30)</b> _____

**2. INTRODUCTION OF SELF/TOPIC**

*Introduction of Self & Presentation Topic to audience	(2) _____
*Interest of Audience	(2) _____
*Questions/Discussion By Audience	(2) _____
<b>Total</b>	<b>(6)</b> _____

**3. PRESENTATION OF INFORMATION**

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

**4. ORGANIZATION AND INFORMATION**

*Organization of Presented Information	(5) _____
*Coverage of Topic	(24) _____
*Applied Examples	(5) _____
* <b>Research Method</b>	(10) _____
<b>Total</b>	<b>(44)</b> _____

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

## UNIT I: OBJECTIVES - THE SCIENCE OF PSYCHOLOGY

**“What is Psychology?”** This unit will introduce you to the science of psychology. An explanation is given of the types of psychology, research and statistical methods, pre-scientific and modern approaches used to understand behavior, roles of the mental health team members and the importance of understanding the biological elements which influence one’s total behavior.

**Unit I covers chapter 1, 2 and the Appendix of your text.** 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 text very student friendly. **Read and enjoy!!**

### STUDENT OBJECTIVES. Chapter 1

1. Define psychology, behavior, overt & covert behavior.
2. List the goals of psychology.
3. Define the pre-scientific attempts used in predicting personality: graphology, phenology, physiognomy, and body types: asthenic, pyknic, athletic, endomorphic, mesomorphic and ectomorphic.
4. Explain the following Schools of Psychology: Holistic, Dualistic, British Empiristic, German Rationalistic, Structuralistic, Functionalistic, Gestalt, Behavioristic, Psychoanalytic Evolutionary and Humanistic. What are seven major perspectives in psychology today?
5. Identify the main contributions to Psychology of each researcher: Wundt, Pavlov, Freud, Maslow, Kretschmer, Watson, Locke, Plato, Aristotle, Skinner, James, Rogers and Sheldon. To which School of Psychology are each associated? What is the serial position effect?
6. Define the types of psychology: Motivation, Biological, Clinical, Developmental, Social, Educational, Learning and Memory, Abnormal, Personality, Industrial, Perceptual, Applied and Eclectic.
7. Define introspection.
8. Explain the educational requirements and the different roles of members of the mental health team specialists: Psychiatrist, Psychologist, Psychoanalyst, Psychiatric Social Worker and Counselor.?
9. Define Science. List and define the 5 steps in the scientific method.
10. Define the types of research methods: naturalistic, survey, case-history, longitudinal, correlational, cross-cultural, comparative and experimental.
11. Define the terms: independent variable, dependent variable. Which one deals with cause? effect? Which one can be manipulated? Which one can be measured?

12. Define double blind, single blind, control group and random sample.
13. What are the advantages and disadvantages of each research method?
14. What are some ethical guidelines governing the use of human participants in research?

**\*\*\*Review student objectives, all notes, and class quiz handouts.**

**\*\*\*Review Study Guide Questions: Section One - #1 - 25.**

**Section Two- #1 - 9.**

**Section Three - #1 – 13.**

**Section Four - #1 – 21.**

**Section Five - #1 – 3.**

## **STUDENT OBJECTIVES Chapter 2**

1. Define and explain the following terms:

Neuron	Cell Body	Dendrite
Axon	Synapse	Medulla
Hypothalamus	Cerebellum	Midbrain
Pituitary Gland	Thyroid Gland	Adrenal Gland
Thalamus	Pancreas Gland	Limbic System
CAT	EEG	MRI

2. Define neurotransmitter and discuss the functions of the major neurotransmitters.
3. Discuss the areas and functions of each the lobes of the brain.
4. What functions are associated with the various glands of the endocrine system?

**\*\*\*Review student objectives, all notes, and class quiz handouts.**

**\*\*\*Review Study Guide Questions: Section One - #1 - 26.**

**Section Two- Complete the labeling of the brain.**

**Section Three - #1 – 18.**

**Section Four - #1 – 17.**

**Section Five - # 1 & 2.**

## **STUDENT OBJECTIVES Appendix A**

1. Identify two general types of statistics.
2. Define the scores of central tendency: mean, mode and median. How is each computed?
3. Describe the effect of several extreme scores on the mean, median and mode of a set of scores.
4. Identify a histogram and a frequency polygon.

5. Identify the two scores of variability: range and standard deviation. How is each computed? Describe their usefulness.
6. Recognize the bell-shaped curve representative of the normal population distribution.
7. Describe normal distribution of scores in terms of the mean.

**\*\*\*Review student objectives, all notes, and class quiz handouts.**