

**PSY 101, Sections: 231, 232, & 233**  
**Introduction to Psychology**  
**Spring 2012**

**Meeting times:** 231 = Saturday, Monday, Wednesday; 10 - 10:50AM; Rm. FRC-7  
232 = Saturday, Monday, Wednesday; 11 - 11:50AM; Rm. FRC-7  
233 = Saturday, Monday, Wednesday; 1310 - 1400P; Rm. FRC-7

**Instructor:** Dr. George E. Humes, II Ph.D.  
**Office Hours:** To be Announced  
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**Office #:** E156

**Course Description:**

This is a survey course of the major areas of study in psychology such as: motivation, learning, physiology, personality theories, social psychology, psychological disorders and treatment, perception, memory, and cognition/thought. This course is organized around six approaches / perspectives, as we will call them. Each perspective has its own terminology and distinctive manner to the study of psychological processes. By the time the course is over, you should know much more about each perspective and thus, have a good beginning understanding of what psychology is about. The six perspectives to be covered are as follows:

1. The BEHAVIORAL perspective: what we do is the result of what we have learned: topics include classical conditioning, instrumental conditioning, and cognitive learning.
2. The COGNITIVE perspective: stresses mental events and the processing of information: topics include perception, memory, thinking, and intelligence.
3. The BIOLOGICAL perspective: emphasis is on the ways the brain processes contribute to behavior and the mind.
4. The DEVELOPMENTAL perspective: studies the changes in behavior that occur from infancy through childhood, adolescence, adulthood, and old age.
5. The SOCIAL perspective: studies how a situation and our interpretation of a situation influences our behaviors; topics include attitudes, social cognition, social influences.
6. The INDIVIDUAL perspective: stresses the unique behaviors and mental processes of persons: topics include personality psychological disorders, psychological tests, and psychotherapy.

Because this is a survey course, we will only touch lightly on these perspectives. You may find them useful now and later as you try to understand your own behavior and that of others around you.

**Course Objectives:**

The intentions of this course are as follows:

- 1 Recognize areas of psychological investigation that have implications for everyday life and society.
- 2 Understand the scientific method as it applies to psychology.
- 3 Recognize that psychological phenomena are investigated from many levels of investigation, ranging from biological through social ("micro" through "macro") levels.
- 4 Identify some of the biological mechanisms that influence human psychological processes.
- 5 Be able to discuss psychological development throughout life, from before birth through old age.
- 6 Recognize the impact of experience on psychological phenomena, based on learning principles.
- 7 Recognize the role of cognition and memory in human functioning.
  
- 8 Recognize some of the important individual differences that influence human functioning.
- 9 Discuss psychological health and psychological problems, based on scientific evidence.
- 10 Recognize ways that society influences human functioning.
- 11 To give you basic knowledge of and experience of writing in APA style.

**Course Materials:**

Meyers, D.G. (2010). *Psychology* 9<sup>th</sup> Ed. NY.: Worth Publishing.

## Highly Recommended:

- 1 American Psychological Association. *Publication Manual of the American Psychological Association* (5<sup>th</sup> edition). Washington DC.
- 2 Stapler
- 3 E-mail Account
- 4 Flash drive for assignments specific to this class

Additional reading may be assigned during the semester.

## Course Assignments & Assessments:

- Tests: There will be four exams during the course. Please refer to the schedule for dates. The first three tests will be on the information recently covered in class. The last test will be given during finals week and will be cumulative. All in-class exams will be multiple-choice questions based on the readings, class lectures, discussions, assignments, and/or movies. Total test points will vary depending on the number of items.
- Extra Credit: As a general rule, **I DO NOT** offer extra credit to single individuals. When extra credit is offered, it will be offered to the class as a whole. For example, there may be bonus items on tests. You may choose to answer these items or not to do so – only correct answers will be counted toward your overall test score.
- Quizzes: As a general rule, I don't like to give quizzes unless: 1) class participation is poor or 2) students are not coming to class prepared for the day, i.e., readings/discussion. **Quizzes will be both announced and unannounced.** However, the points on unannounced quizzes will count toward bonus points on the following exam.
- Participation as a subject: During the semester, you may be asked to participate as a subject in an experiment conducted by faculty and/or students in the Psychology Department. You may opt to participate or not – ***your participation is completely voluntary***. The person conducting the experiment will provide me with a list of participants. If you are on the list, you will be given 15 bonus points toward your final exam (or your next test – your choice).
- Article Review: You must complete two short article reviews. Format and details will be discussed in class. This assignment will be worth a total of 100 points. (50 points each).

### Grading Summary:

Assignment	Weighted Percentage
Course Work: 1) homework; 2) unit exams	60%
Final Exam	40%

The following table describes how letter grades will be assigned:

Letter Grade	Percentage
A+	95 - 100%
A	90 - 94%
B+	85 - 89%
B	80 - 85%
C+	75 - 79%
C	70 - 75%
D+	65 - 69%
D	60 - 65%
F	59 and below

## Course Policies:

### *Readings*

Readings are to be done before they are discussed in class each day. You will be held responsible for its content.

### *Learning support*

Students with documented learning disabilities who will require accommodations in this course must notify me at the beginning of the semester. The request for any accommodations must also be made in writing at the beginning of the semester to the University's Learning Support Services Coordinator, along with appropriate documentation. The Coordinator of Learning Support Services will notify the student and instructor as to what accommodations are appropriate for this course. Please note: Requests for accommodations that are made after the first week of classes and without notice from the Coordinator of Learning Services, will not be honored.

### *Deadlines for Assignments*

Assignments are due by the beginning of class on the due date. LATE PAPERS WILL NOT BE ACCEPTED. The policy will be strictly enforced. If you will not be in class on the due date, the assignment must be in my office before class begins. Any assignments coming to my office after class will be considered late, will not be accepted, and will be given a grade of zero. {The only exceptions to this is are family emergencies and severe illnesses, for which alternative deadlines will be set. However, some form of written verification must be provided in those situations – i.e., doctor's note, letter from family, etc.}

Please plan your time responsibly. "My computer/disk has a virus" or "My computer won't co-operate" are not reasonable excuses/reasons to attempt to hand in a late assignment.

### *Attendance*

Attendance will be taken at the beginning of class. If you are not in class at the time, you will be marked absent. **If you are MORE than 5 minutes late, you will be marked absent.** Thirteen unexcused absences will result in automatic course failure. If you arrive late and attendance has been taken, make sure you speak with me AFTER class. At that time I will record you as late. **Three late/tardy arrivals will count as one absence**, which will apply to the absence/failure policy stated above. [A few other tips: get a lite meal before you come to class, stop at the restroom, and drinking fountain before you come to class – leaving in the middle of class can be very distracting and disrespectful]. **If you are late for class DO NOT walk in the front of the class to take your seat!**

### *Participation*

Your participation is key to the success and enjoyment of this class! When class discussions arise, your participation is expected and welcomed.

### *Tests & Quizzes/Missed Tests & Quizzes*

Tests & quizzes will only be distributed until the first person finishes and turns in his/her test/quiz. If you show up to the test/quiz after this time you will not be allowed to take the test/quiz. The tests will be a mixture of lecture notes, films, assignments, and the textbook. Items will be direct/definitions, applied, and conceptual. Quizzes will be primarily based on reading assignments.

You are expected to take tests/quizzes on the scheduled dates (see schedule). Illness, participation in University activities, and family emergencies are the only reasons for being allowed to take a make-up test and must be verified in written form. A heavy workload or several tests in other courses are not reasons for taking a make-up test; plan your study time accordingly and responsibly. You must inform me before the test, if you need to reschedule (e.g., in class, via e-mail, or voice mail). If you are granted permission to take a make-up test, it must be rescheduled within one (1) week of the originally scheduled test date. MISSED TESTS NOT MADE-UP WILL BE GIVEN A ZERO GRADE.

### *Written Assignments*

All written assignments must be typed/computer processed. Assignments that exceed one page must be stapled together in the upper left-hand corner. Points will be deducted if either of these two criteria is not met. **Make sure that your first and last names, student ID#, and class section are on your assignments.**

Quoting in a paper is limited to no more than three short quotes in a 5-page paper. APA defines a short quote as 39 words or less. APA format is required.

### *Academic Dishonesty*

"Plagiarism means one or more of the following: a) neglecting to place in quotation marks any direct quoted phrases/clauses or sentences from another author; b) failing to document (e.g., in parenthetical

references) quotations, paraphrases, or other borrowed material; and c) neglecting to use *your own wording* when writing summaries or paraphrases of another author.

Such actions are serious offenses that can have severe consequences. Plagiarism can be *intentional* – for example if you deliberately incorporate the work of another author in your own writing without mentioning and documenting the source. Plagiarism can also be *unintentional* – but no less serious an offense – i.e., if you are unaware of what to acknowledge and how to document it.

***Plagiarism is grounds for receiving zero on an assignment.*** Please be certain to document your sources carefully. Keep in mind, it is ALWAYS better to over-document than to under-document. If you have any questions about this, I will be happy to assist you.

WHAT DOES NOT NEED TO BE DOCUMENTED? You are not required to document common knowledge or your own ideas/thinking. *Common knowledge* is information that most educated people know.

WHAT DOES NEED TO BE DOCUMENTED? You must document any information or ideas which you use from an outside source. Expressing the words or ideas of others in your own words (paraphrasing) does not release you from the obligation of acknowledging your source. Plagiarism can consist of 1) not putting borrowed language in quotation marks, and/or 2) not documenting quotations and borrowed ideas. To avoid plagiarism, 1) enclose direct quotes in quotation marks and 2) acknowledge use of all sources in parenthetical references (or footnotes/endnotes, if used) and bibliographic entries.” **Two or more acts of plagiarism in this course in one semester will result in automatic failure in this course.**

## PSY101 Course Schedule

Week #	Date	Text Chapters	Topic
1	Jan. 28 - Feb. 01	1 2	Introduction; Explanation of Requirements; Past & Present Perspectives; Jobs in Psychology; Ethics Appendix A: Careers in Psychology Introduction to the "Stress Journal" and its requirements Chapter 1: Thinking Critically with Psychological Science Chapter 2: Biology of the Mind
2	Feb. 04 - 08	2	Chapter 2: Biology of the Mind continued.
3	Feb. 11 - 15	5	Chapter 5: Developing Through the Lifespan <b>Major 1 (Chapters: 1 &amp; 2) on Feb. 15<sup>th</sup></b>
4	Feb. 18 - 22	5	Chapter 5: Developing Through the Lifespan continued <b>Major 2 (5) on Feb. 22<sup>nd</sup></b>
5	Feb. 25 - 29	7	Chapter 7: Learning (Behavioral & Social Cognitive theories)
6	Mar. 03 - 07	7	Chapter 7: Learning (Behavioral & Social Cognitive theories of learning) continued
7	Mar. 10 - 14	8	Chapter 8: Memory (Information Processing theory)
8	Mar. 17 - 21	8	Chapter 8: Memory (Information Processing theory) continued. Last day of class before midterm vacation.
<b>Midterm Vacation    March 24 - 28</b>			
9	Mar. 31 - Apr. 04	8 & 11	Review of Behavioral, Soc. Cog., & Info. Proc. learning theories. Chapter 11: Motivation theory
10	Apr. 07 - 11	11	Chapter 11: Motivation continued
11	Apr. 14 - 18	12	Chapter 12: Emotions, Stress, & Health <b>Major 3 (Chapters: 7, 8, &amp; 11) on Apr. 18<sup>th</sup></b>
12	Apr. 21 - 25	12	Chapter 12: Emotions, Stress, & Health continued <b>Part 1 of Stress Journal Due on Apr 25<sup>th</sup> NO EXCEPTIONS</b>
13	Apr. 28 - May 02	14	Chapter 14: Psychological Disorders <b>Part 2 of Stress Journal - Analysis = Due on May 02<sup>nd</sup> NO EXCEPTIONS</b>
14	May 05 - 09	14	Chapter 14: Psychological Disorders continued
15	May 12 - 16	14	Chapter 14: Psychological Disorders continued <b>ALL revisions of the Stress Journal due May. 16<sup>th</sup></b>
<b>May 17 - 29 2012 Final Exams Final Exam: Chapters 12 &amp; 14</b>			