

PSY 1010: General Psychology

Section 152 – Tue and Thur @ 7:00am-8:15am – August 27, 2012-December 13, 2012

Room: Extended Education 111

Professor: Jason H. King, PhD

Contact: email via Canvas (do not use UVU Link email)

Course Description: An introductory course in modern scientific psychology. Covers major domains of scientific psychology including biological foundations, sensations, perception, learning, motivation, human development and abnormal psychology. Examines major psychological and professional applications.

Course Objectives: “Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience — from the functions of the brain to the actions of nations, from child development to care for the aged. In every conceivable setting from scientific research centers to mental health care services, ‘the understanding of behavior’ is the enterprise of psychologists” (American Psychological Association, 2011). My goal is to give you an overview of the field of psychology. We will assess the various theoretical approaches to give you an appreciation of the different methods psychologists take on human behavior. Critical examination of these topics will include an assessment of the prevailing wisdom, examination of the psychological literature, and drawing some conclusions based on the evidence. It is a goal that an in-depth examination of these hot topics in combination with theoretical background will serve as a basis for your critical thinking about why people do and think as they do.

Course Outcomes: It is also important for you to understand how psychology relates to other scientific disciplines, political agendas, and social movements. You should be mindful what psychologists have to offer (and not offer) to people. As a result, you should become *psychologically literate*. “The proximal contexts for becoming psychologically literate citizens include the evaluation of information, development of interpersonal effectiveness, enhancement of coping skills, positive parenting and family development, and fostering an environmentally sustainable lifestyle” (Landrum, Beins, Bhalla, Brakke, Brihl, Curl-Langager, & Van Kirk, 2010). Psychological literacy further means

- “having a well-defined vocabulary and basic knowledge of the critical subject matter of psychology;
- valuing the intellectual challenges required to use scientific thinking and the disciplined analysis of information to evaluate alternative courses of action;
- taking a creative and amiable skeptic approach to problem solving;
- applying psychological principles to personal, social, and organizational issues in work, relationships, and the broader community;
- acting ethically;
- being competent in using and evaluating information and technology;
- communicating effectively in different modes and with many different audiences;
- recognizing, understanding, and fostering respect for diversity; and
- being insightful and reflective about one's own and others' behavior and mental processes” (McGovern, Corey, Cranney, Dixon, Holmes, Kuebli, & Walker, 2010, p. 11).

Required Text (do not ask to use a different text): Coon, D., & Mitterer, J. O. (2012). Cengage Advantage Books - *Introduction to Psychology: Gateways to Mind and Behavior* (13th ed.). Belmont, CA: Wadsworth Publishing. ISBN: 1111834830 (loose Leaf) or 9781111833633 (regular).

Course Policies

Students with Disabilities: If you have any disability which may impair your ability to successfully complete this course, please contact Accessibility Services (ASD) in BU 146. Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and the instructor by ASD.

Academic Honesty: Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity. Please visit www.plagiarism.org for more details. Violations of academic honesty may result in a failing grade on the assignment, resubmission of the assignment, failure in the course, or expulsion from the UVU. When a student's grade has been affected, violations of academic honesty will be reported to the Dean of Students. Violations of academic honesty include, but are not limited to, the following activities:

1. Any form of plagiarism (similarity rates higher than 20%) as defined by www.plagiarism.org, UVU, and the APA manual;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that is not permitted (books, notes, etc.);
5. Allowing another student to take your quiz/exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives;
10. Assisting other students in any of the acts listed above.

Withdrawal Procedures: Should it be necessary to stop attending this or any other class, you must officially withdraw in the Registration Office by the dates published in the class schedule or risk a failing grade. An UW (Unofficial Withdrawal) is equivalent to an E on your transcript.

Late Submission: Please submit all assignments on the specified due date in the Assignment forum in Canvas. No assignments will be accepted by email. Late work will be reduced by 20% per day. No outstanding assignments will be accepted after the last scheduled day of class.

Reading Assignments: Please follow the syllabus carefully to be prepared for each class.

Class Attendance: Some exercises and activities will be done in class. Students will be held accountable for the material taught and the activities that take place in class.

Course Assignments

Course Assignments and Points	
Syllabus Acknowledgement	5 points
Learning Styles Inventory, Style Graph, and Multiple Intelligence Results	10 points
Mapping Memory in the Brain	10 points
Personal Psychology in Action	25 points
Wellness Journal	10 points
Group Psychology Experiment	25 points
Final Examination	20 points

Syllabus Acknowledgement: This "quiz" must be completed during the beginning of the course and is offered and submitted in Canvas.

Learning Styles Inventory, Style Graph, and Multiple Intelligences: Download this document from Canvas Course Content. Print the article and follow the instructions to complete the exercises to determine your learning style and graph orientation. Read about Howard Gardner's eight Multiple Intelligences. Based on his proposed learning characteristics, learning strategies, and possible careers, identify those concepts that best match your personality and interests. Using Microsoft Word, briefly summarize in one page your Learning Style, Graph, and Multiple Intelligence results, along with your goals of how to use them in your education. Submit this document (not the original packet you wrote the answers on) to the Assignments forum.

Mapping Memory in the Brain: Watch to the recorded lecture of Dr. Erik Kandal at <http://youtu.be/MCKji-0aqHo> and complete the Word document located in Canvas and submit with your answers to the 14 questions to the Assignments forum.

Personal Psychology in Action: This project evaluates the application of psychology principles in your life. Select one of the following *Psychology in Action Gateways* from the text:

- *Chapter 1: Psychology in the Media* (select a 30 minute media source to evaluate by using the seven suggestions; provide a detailed analysis and evidence of application for each suggestion).
 - *Chapter 3: Effective Parenting* (document your application of power assertion, withdrawal of love, management techniques, self-esteem, consistency, the seven concepts of using discipline constructively, accepting feelings, I-messages, and using natural and logical consequences).
 - *Chapter 4: Pay Attention* (document your experiences with habituation, dishabituation, and the seven principles to become a better eyewitness to life).
 - *Chapter 5: Exploring and Using Dreams* (discuss application of the eight steps of “how to catch a dream”, concepts on dream work, the seven steps to “probing dream”, using your dreams, and dreams and creativity).
 - *Chapter 6: Behavioral Self-Management* (document following the seven principles of self-managed behavior, self-recording, application of alternative responses, extinction, response chains, cues and antecedents, and contracting).
 - *Chapter 7: Mnemonics* (document application of the four basic principles of mnemonics and the three techniques to remember things in order).
 - *Chapter 8: Enhancing Creativity* (detail application of all seven suggestions to enhance your creativity).
 - *Chapter 10: Emotional Intelligence* (document your ability of perceiving emotions, using emotions, understanding emotions, managing emotions, positive emotions, and becoming emotionally smart).
 - *Chapter 11: Sexual Problems* (detail your application of bridges to sexual satisfaction and all aspects of intimacy and communication).
 - *Chapter 12: Barriers and Bridges* (detail your social skills, social anxiety, evaluation of fears, self-defeating bias, private self-consciousness, public self-consciousness, shy beliefs, and self assertion).
 - *Chapter 13: Stress Management* (document the application of all strategies listed for managing bodily reactions and modifying ineffective behavior).
 - *Chapter 15: Self-Management and Seeking Professional Help* (documented application of all aspects related to covert sensitization, thought stopping, covert reinforcement, and evaluating a therapist).
 - *Chapter 17: Multiculturalism* (detail results from using all the principles discussed in breaking the prejudice habit and displaying tolerance and cultural awareness).
1. Your written assignment must clearly identify the selected Chapter number and title and follow the 2010 APA *Publication Manual* found at www.apastyle.org (i.e., use of Times New Roman 12 point font, one inch margins, double spacing of sentences, subject headings, and proper in text source citation for author ideas and direct quotes).
 2. Your assignment must contain the key words and concepts from the selected Psychology Gateway. For example, if you select *Chapter 3: Effective Parenting* you must document your application of power assertion, withdrawal of love, management techniques, self-esteem, consistency, the seven concepts of using discipline constructively, accepting feelings, I-messages, and using natural and logical consequences.
 3. In the spirit of scientific inquiry and psychological literacy, your paper must follow this sequencing of sections and subheadings: title page, abstract page (150-250 word summary), introduction (problem presentation and paper outline), literature review (your analysis and synthesis of published articles; see the Torracco article on writing integrative literature reviews), methods (actions or behaviors used), results (study outcomes), discussion (personal reflections and critique) , conclusion (paper summary), and a references page (sources used). See Table 1.1. Outline of a Research Report.
 4. The literature review section must include the textbook and at least three (3) peer reviewed scientific psychology-based journal articles (obtainable via the UVU ground or electronic library; use PsycINFO, see pages 9-10 of the textbook). General world-wide-web sources are not allowed. Proper grammar and correct

spelling is expected, and use of direct word-for-word quotations from professional sources is limited to two. Please use the writing lab for editing, if needed, and follow the written assignment-grading rubric contained at the end of the syllabus.

Wellness Journal: Complete all sections of the Word document located in Canvas and submit to the Assignments forum.

Group Psychology Experiment: The hallmark of psychology is use of the scientific method to obtain empirical knowledge for understanding human behavior and mental processes.

1. Use all six steps of the scientific method (i.e., *making observations, defining problems, proposing a hypothesis, gathering evidence/testing the hypothesis, theory building, and publishing results*; pages 20-22) to conduct a psychological experiment. You are welcome to conduct original research or to conduct replication research of any studies mentioned in the textbook. Possible research designs may include the Experimental Method (experimental control, cause and effect, or the double-blind experiment; pages 35-38), a Naturalistic Observation (pages 39-40), a Correlational Study (pages 40-41), the Clinical Method (pages 41-42), or the Survey Method (page 42). Be sure to follow the Research Ethics (pages 22-23 and Table 1.2 Basic Ethical Guidelines for Psychological Research).
2. Develop a written report that details group member application of all six steps of the scientific method, variables and groups, research participant bias and researcher bias, and selected research method advantages and disadvantages observed from your respective study (these are the section subheadings; see Chapter 1).
3. Using critical thinking (ability to reflect on, evaluate, compare, analyze, critique, and synthesize information; pages 17-18), provide a comprehensive discussion of your research study results along with concepts from the four professional sources as related to your psychology experiment.
4. The paper must clearly identify team members and follow the 2010 APA *Publication Manual* found at www.apastyle.org (i.e., use of Times New Roman 12 point font, one inch margins, double spacing of sentences, subject headings, and proper in text source citation for author ideas and direct quotes).
5. In the spirit of scientific inquiry and psychological literacy, your paper must follow this sequencing of sections and paper subheadings: title page, abstract page (150-250 word summary), introduction (problem presentation and paper outline), literature review (synthesis of published articles), methods (actions/behaviors used), results (outcomes), discussion (personal reflections and critique), conclusion (paper summary), and a references page (sources used).
6. The literature review section must include the textbook and at least five (5) peer reviewed scientific psychology-based journal articles (obtainable via the UVU ground or electronic library; use PsycINFO, see pages 9-10 of the textbook). General world-wide-web sources are not allowed. Proper grammar and correct spelling is expected, and use of direct word-for-word quotations from professional sources is limited to two. Please use the writing lab for editing, if needed, and follow the written assignment-grading rubric contained at the end of the syllabus.

Final Examination: An electronic-based “take-home” final exam will be administered during the designated final week of the University. Please do not ask about the final examination prior.

Course Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	E

Detailed Grade Evaluation

A = Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

B = Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In Local Campus environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D = Quality and quantity of work is below average and barely acceptable.

Example: “D” work is passing by a slim margin.

E = Quality and quantity of work is unacceptable. Academic credit is not earned for an E.

Example: “F” work does not qualify the student to progress to a more advanced level of course work.

I = Incomplete. Most work for the course has been submitted. Through prior arrangement with the faculty member, the student has agreed to submit the remaining work within a specified period, not to exceed the amount of time prescribed in University policy.

W = Withdrawal. Indicates a passing grade at the time of the withdrawal. The student must repeat the entire course.

Course Calendar

schedule is tentative and subject to change

Date	Lecture	Readings	Assignments
Tue 8/28	Introduction to Psychology and Research Methods	Syllabus, Introduction, and Chapter 1	
Thur 8/30	Introduction to Psychology and Research Methods	Syllabus, Introduction, and Chapter 1	Submit <i>Syllabus Acknowledgement</i> by 11:59pm
Tue 9/4	Brain and Behavior	Chapter 2	
Thu 9/6	Brain and Behavior	Chapter 2	
Tue 9/11	Human Development	Chapter 3	
Thur 9/13	Human Development	Chapter 3	
Tue 9/18	Sensation and Perception	Chapter 4	Develop <i>Research Groups</i>
Thur 9/20	Sensation and Perception	Chapter 4	
Tue 9/25	States of Consciousness	Chapter 5	
Thur 10/2	States of Consciousness	Chapter 5	
Tue 10/4	Conditioning and Learning	Chapter 6	
Thur 10/9	Conditioning and Learning	Chapter 6	
Tue 10/9	Intelligence	Chapter 9	Submit <i>Learning Styles Inventory, Style Graph, and Multiple Intelligences</i> by 11:59pm
Thur 10/11	FALL BREAK – NO CLASS		
Tue 10/16	Memory	Chapter 7	
Thur 10/18	Memory	Chapter 7	Submit <i>Mapping Memory in the Brain</i> by 11:59pm
Tue 10/23	Cognition, Language, and Creativity	Chapter 8	

Thur 10/25	Cognition, Language, and Creativity	Chapter 8	
Tue 10/30	Motivation and Emotion	Chapter 10	
Thur 11/1	Motivation and Emotion	Chapter 10	Submit <i>Personal Psychology in Action</i> by 11:59pm
Tue 11/6	Sex, Gender, and Sexuality	Chapter 11	
Thur 11/8	Sex, Gender, and Sexuality	Chapter 11	
Tue 11/13	Personality	Chapter 12	
Thur 11/15	Personality	Chapter 12	
Tue 11/20	Health, Stress, and Coping	Chapter 13	Submit <i>Wellness Journal</i> by 11:59pm
Thur 11/22	THANKSGIVING – NO CLASS		
Tue 11/27	Psychological Disorders	Chapter 14	
Thur 11/29	Psychological Disorders	Chapter 14	Submit <i>Group Psychology Research</i> by 11:59pm
Tue 12/4	Therapies	Chapter 15	
Thur 12/6	Therapies	Chapter 15	
Thur 12/13	SUBMIT FINAL EXAMINATION to CANVAS by 11:59 PM (there are <u>no exceptions</u> for late submissions; this includes computer problems, forgetting to submit, etc.)		