SURVEY OF PSYCHOLOGY, PSY 100
3 CREDIT HOURS
Monday, Wednesday, & Friday: 10:30-11:20 & 12:30-1:20; Tuesday & Thursday: 9:45-11:00

INSTRUCTOR: Frank Palacat
Supplemental Instructor: Ku’ulei Daniluck
OFFICE: Na`auao 109
OFFICE HOURS: MWF: 11:30-12:30; TR: 12:30-1:30
TELEPHONE: 236-9209
EFFECTIVE DATE: Spring/ 2010

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

2009 – 2010 Catalog Course Description
An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

PREREQUISITES:
None

RECOMMENDATIONS:
Read and write at the college level and have a basic understanding of percentages and probability

STUDENT LEARNING OUTCOMES
1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental bases of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

COURSE CONTENT

Concepts or Topics
• Major Psychological Theories
• Nature and. Nurture
• Different Perspectives
• Different Theorists
• Conscious and Unconscious Mind
• Research Strategies and Methods

Skills or Competencies
• Describe and evaluate psychology as a science
• Compare and contrast the interactive effects of nature and Nurture
• Identify major theorists
• Integrate various theories
• Define theory
• Discuss the nature and types of evidence used in psychology

COURSE TASKS

A. EXAMS (60%, 600 points of total grade): Complete three (3) exams covering assigned readings, class activities, discussions, lectures, videos, and handouts. Each Exam will consist of Multiple Choice, True False, Fill in the Blank, and Short Answers.

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<tr>
<th>EXAM DATES</th>
<th>ACTIVITIES COVERING</th>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
<td>Chapters 11-15</td>
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Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, MAKE UP tests will be allowed ONLY ONLINE after a discussion and approval from the instructor or the Supplemental Instructor.

B. QUIZZES (20%, 200 points of total grade): Each Quiz will be 5-10 Multiple Choices questions covering assigned readings, class activities, discussions, lectures, videos, and handouts. To be fair to all students, MAKE UP of missed quizzes will be given ONLY ONLINE after a discussion and approval from the instructor or the Supplemental Instructor.
C. “PSYCHOLOGY AND ME” PORTFOLIO (20%, 200 pts of total grade):
This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.

*Service Learning Option: Service Learning offers students the opportunity to practice what they learn in their classes. Working with the instructor, students who choose a service-learning component apply their learning through active participation in an approved community site. Students who choose the service-learning option will write about their experiences as part of their weekly course work. They will complete a service-learning project in the community in lieu of the “Psychology and Me” Portfolio. Service learning projects might include a volunteer activity, community service, and/or an internship. If you choose this option, please see me during the first week of class to discuss your eligibility for approval.

D. CLASS ACTIVITIES/PARTICIPATION (Incentive Points)
Although there are no points for participation, the instructor has the right to add incentive points based on observation of student participation. (15 points Max) Two Possible Choices for Incentive Points:

ONLINE: Each student will have an opportunity to participate in specific discussions each week. Activities are designed to complement information in the text and to assist you in preparing your own “Psychology and Me” Portfolio (see C.). It is important to plan ahead to make certain you complete the work required to be done outside of class so you are able to share with the class at the time the topic is discussed. Because the activities are planned weekly learning opportunities, there are no MAKEUP opportunities for these activities.

INCLASS: Each student will have an opportunity to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own “Psychology and Me” Portfolio (see C.). Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to plan ahead to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no MAKEUP opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that students participate and contribute to the interactive learning environment.

ASSESSMENT TASKS AND GRADING

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<th>Source</th>
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<td>Quizzes =</td>
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<td>**“PSYCHOLOGY AND ME ” Portfolio =</td>
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* Service Learning Option

900 - 1000 points = A
800-899 points = B
700- 799 point = C
600 - 699 points = D
<600 points = F or N

LEARNING RESOURCES


Additional Information

MODE OF INSTRUCTION*
Lectures, discussions, videos, assigned readings, brief reaction papers, online, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

*What to do if you have a learning difficulty
If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, or writing, seeing, attention, concentration, or other), please let me know at the beginning of the semester. Do the same if English is your second language. We can work out a plan to insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help. Anyone who puts adequate time and effort into this class can make a good grade.
### Tentative Schedule MWF

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Portfolio Project for Psy 100

Choose 10 of the 15 Chapters that interest you. Write a minimum of one page, double space with 1-inch margins, using 12 point New Times Roman font. Find a point or term from the Chapter that you are writing about, and apply that point or term to an experience or observation you have seen in your life. Provide an artifact (pictures, items, drawings, poems, etc.) that represents that experience. (i.e. Chapter on Learning, picture of myself playing a sport, a certificate). The choice of Chapters and what topic to write about is your decision.

Scoring Rubric: Using the below scale give 4 points for each criteria completed. If you have not completed a criterion, 0 points will be given.

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<td>Gives an example of an experience or observation in their life and applies it to the point or term given.</td>
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Study Guide Psy 100 Exam 1

Chapter 1 Psychology; nature vs. nurture; Psychology’s Current Perspectives; Sub fields of psychology; Basic vs Applied Research; Clinical psychologist vs. psychiatrists; hind-sight bias; theories, hypotheses; Critical Thinking; Operational Definition; Replication; case study, Survey, population, random sampling; Naturalistic Observation; Correlation; experiments; placebo and the placebo effect; double blind procedure; experimental condition and control condition; Independent variable and dependent variable; SQ3R

• Summarize the nature-nurture debate in psychology.
• Identify the three main levels of analysis in the biopsychosocial approach, and explain psychology’s current perspectives.
• Identify some of psychology’s subfields, and explain the difference between clinical psychology and psychiatry.
• Explain how hindsight bias and overconfidence can make research findings seem like mere common sense.
• Explain how the scientific attitude encourages critical thinking.
• Describe how psychological theories guide scientific research.
• Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of random sampling.
• Describe positive and negative correlations, and explain how correlational measures can aid the process of prediction but not provide evidence of cause-effect relationships.
• Explain how experiments help researchers isolate cause and effect, focusing on the characteristics of experimentation that make this possible.
• Discuss whether psychological research can be generalized across cultures and genders.
• Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans.
• Describe how personal values can influence psychologists’ research and its application, and discuss psychology’s potential to manipulate people.
• Describe several effective study techniques.

Chapter 2: Biological psychologist; neurons, axons, myelin sheath, synapse, synapse gap; Action Potential, Threshold; neurotransmitters; Endorphins; The Nervous system; CNS; PNS; Nerves; Sensory Neurons; Inter and Motor Neurons; Brain Stem; MRI; PET Scans; EEG; frontal lobe; parietal lobe; Occipital lobe; Temporal lobe; Plasticity; Motor and Sensory Cortex

• Explain why psychologists are concerned with human biology.
• Describe the parts of a neuron, and explain how its impulses are generated.
• Explain how nerve cells communicate.
• Explain how neurotransmitters influence behavior, and describe how drugs and other chemicals affect neurotransmission.
• Identify the two major divisions of the nervous system, and describe their basic functions.
• Describe the nature and functions of the endocrine system and its interaction with the nervous system.
• Describe several techniques for studying the brain.
• Identify the four lobes of the cerebral cortex, and explain their importance to the human brain.
• Summarize some of the findings on the functions of the motor cortex and the sensory cortex, and discuss the importance of the association areas.
• Discuss the brain’s plasticity following injury or illness.
• Describe split-brain research, and explain how it helps us understand the functions of our left and right hemispheres.
Chapter 3: Chromosomes; DNA; Genes; Genome; Naturalistic Selection; Evolutionary Psychologists; Behavior geneticists; environment; Identical vs. Fraternal twins; Rats reared in enriched environments; Culture; Norm; X vs Y chromosome; Twin studies; Brain development; Role; Gender Role; Gender Identity; Gender typed; Social learning theory; Gender schema theory

- Give examples of differences and similarities within the human family, and describe the types of questions that interest behavior geneticists.
- Define chromosome, DNA, gene, and genome, and describe their relationships.
- Describe how twin and adoption studies help us differentiate hereditary and environmental influences on human behavior.
- Discuss how the relative stability of our temperament illustrates the influence of heredity on development, and give examples of the interaction of genes and environment on specific traits.
- Describe the area of psychology that interests evolutionary psychologists, and point out some possible effects of natural selection in the development of human characteristics.
- Identify some gender differences in sexuality, and describe evolutionary explanations for those differences.
- Describe how experience can modify the brain.
- Explain why we should be careful in attributing children’s successes and failures to their parents’ influence, and evaluate the importance of peer influence on development.
- Describe how behavior is influenced by cultural norms.
- Identify some ways a primarily individualist culture differs from a primarily collectivist culture, and compare their effects on personal identity and child-rearing.
- Discuss gender similarities and differences in psychological traits such as aggression, social power, and social connectedness.
- Explain how biological sex is determined, and describe the role of sex hormones in biological development and gender differences.
- Discuss the importance of gender roles in development, and describe two theories of gender-typing.
- Describe the biopsychosocial approach to development.

Chapter 4: Developmental psychology; zygotes; embryo; fetus; teratogens; rooting reflex; Maturation; Cognition; Piaget’s Stages of Cognitive Development; object permanence; egocentrism; stranger anxiety; attachment; Critical Thinking; basic trust; Kohlber’s morality; Erikson’s stages of Psychosocial Development; Adolescence and Puberty; cross-sectional studies vs. longitudinal studies; Crystallized vs. Fluid intelligence

- State three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology.
- Discuss the course of prenatal development and the destructive impact of teratogens, and describe some abilities of the newborn.
- Describe some developmental changes in brain and motor abilities during infancy and childhood, and explain why our earliest memories rarely predate our third birthday.
- State Piaget’s understanding of how the mind develops, and outline Piaget’s four stages of cognitive development, noting current thinking regarding cognitive stages.
- Discuss the effects of nourishment, body contact, and familiarity on infant social attachment.
- Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant’s feelings of basic trust.
- Assess the impact of parental neglect and different parenting styles on attachment patterns of development.
- Define adolescence, and identify the major physical changes during this period.
- Describe adolescents’ reasoning abilities and moral development, according to Piaget and Kohlberg.
- Describe Erikson’s eight stages of psychosocial development and their accompanying issues.
- Contrast parental and peer influences during adolescence, and discuss the characteristics of emerging adulthood.
- Identify the major changes in physical and sensory abilities that occur in middle adulthood and later life.
- Assess the impact of aging on memory and intelligence.
- Explain why the path of adult development need not be tightly linked to one’s chronological age, and discuss the importance of love, marriage, children, and work in adulthood.
- Summarize current views on continuity versus stages and stability versus change in lifelong development.

Chapter 5: Sensation; Perception; bottom-up vs. top-down processing; Psychophysics; absolute threshold; subliminal; difference threshold; sensory adaptation; accommodation; rods; cones; parallel processing; audition; gate control theory; sensory interaction; kinestheses; gestalt; grouping; proximity; Similarity; figure ground; Continuity; Connectedness; Closure; Depth perception; binocular vs. monocular cues; Perceptual constancy; Perceptual adaptation; Perceptual Set; ESP; Parapsychologist

- Contrast sensation and perception, and explain the difference between bottom-up and top-down processing.
- Distinguish between absolute and difference thresholds, and discuss whether we can sense and be affected by subliminal or unchanging stimuli.
- Describe the characteristics of visible light, and explain the process by which the eye converts light energy into neural messages.
- Discuss the different levels of processing that occur as information travels from the retina to the brain’s cortex.
- Explain how the Young-Helmholtz and opponent-process theories help us understand color vision.
- Describe the auditory process, including the stimulus input and the structure and function of the ear and how sounds are located.
- Describe the senses of touch and pain.
- Describe the senses of taste and smell, and comment on the nature of sensory interaction.
- Distinguish between kinestheses and the vestibular sense.
- Describe Gestalt psychology’s contribution to our understanding of perception, and identify principles of perceptual grouping in form perception.
- Explain the binocular and monocular cues we use to perceive depth.
- Explain how perceptual constancies help us to organize our sensations into meaningful perceptions.
- Describe the contributions of restored-vision, sensory deprivation, and perceptual adaptation research to our understanding of the nature-nurture interplay in our perception.
- Define perceptual set, and explain why the same stimulus can evoke different perceptions in different contexts.
- Identify the three most testable forms of ESP, and explain why most research psychologists remain skeptical of ESP claims.
Chapter 6: 

Discuss the significance of consciousness in the history of psychology.

Discuss how our perceptions are directed and limited by selective attention, and contrast conscious and unconscious information processing.

Describe the cycle of our circadian rhythm, and identify some events that can disrupt this biological clock.

List the stages of the sleep cycle, and explain how they differ.

Describe individual differences in sleep duration and the effects of sleep loss, noting four reasons that we need sleep.

Identify the major sleep disorders.

Identify the most common content of dreams, and compare the five major perspectives on why we dream.

Discuss the characteristics of people who are susceptible to hypnosis, and evaluate claims that hypnosis can influence people’s memory, will, health, and perception of pain.

Give arguments for and against hypnosis as an altered state of consciousness.

Discuss how depressants affect nervous system activity and behavior, and summarize the findings on alcohol use and abuse.

Identify the major stimulants, and explain how they affect neural activity and behavior.

Describe the physiological and psychological effects of hallucinogens, and summarize the effects of LSD and marijuana.

Discuss the biological, psychological, and social-cultural factors that contribute to drug use.

Chapter 7: Learning: Associative learning; Conditioning; Behaviorism; Classical Conditioning; UCR; UCS; CR; CS; Acquisition; Extinction; Spontaneous Recovery; Generalization; Discrimination; Operant Conditioning; respondent behavior; Operant behavior; Thorndike Law of effect; Shaping; reinforcement; Schedules; Punishment; Observational Learning; modeling; Prosocial behavior

Define learning, and identify two forms of learning.

Define classical conditioning and behaviorism, and describe the basic components of classical conditioning.

Summarize the processes and survival value of acquisition, extinction, spontaneous recovery, generalization, and discrimination.

Discuss the importance of cognitive processes and biological predispositions in classical conditioning.

Summarize Pavlov’s contribution to our understanding of learning and to improvements in human health and well-being.

Identify the major characteristics that distinguish classical conditioning from operant conditioning.

Describe the process of operant conditioning, including the shaping procedure.

Identify the different types of reinforcers, and describe the major schedules of partial reinforcement.

Discuss how punishment and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique.

Summarize the importance of cognitive processes and biological predispositions in operant conditioning.

Describe the controversy over Skinner’s views of human behavior, and identify some ways to apply operant conditioning principles at school, at work, and at home.

Identify the major similarities and differences between classical and operant conditioning.

Describe the process of observational learning and Bandura’s findings on what determines whether we will imitate a model.

Discuss the impact of prosocial modeling and the relationship between watching violent TV and antisocial behavior.

Chapter 8: Memory; How do we remember; Short term memory; Long term memory; Working memory; Spacing effect; Serial position effect; Imagery; Mnemonic; Chunking; iconic and echoic memory; Implicit vs. Explicit memory; Recall; Priming; 3 sins of forgetting, distortion and sin of intrusion; Proactive vs. Retroactive learning; Repression; Strategies for studying.

Describe the types of information we encode automatically and contrast effortful processing with automatic processing, giving examples of each.

Contrast two types of sensory memory, and describe the duration and working capacity of short-term memory.

Describe the capacity and duration of long-term memory, and discuss the biological changes that may underlie memory formation and storage.

Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.

Contrast the recall, recognition, and relearning measures of memory, and explain how retrieval cues can help us access stored memories.

Explain why we should value our ability to forget, and discuss the roles of encoding failure and storage decay in the process of forgetting.

Contrast proactive and retroactive interference, and discuss whether Freud’s concept of repression is supported by current research.

Explain how misinformation, imagination, and source amnesia can distort our memory of an event.

Explain how an understanding of memory can contribute to effective study techniques.

Chapter 9: Cognition; Concepts; Prototypes; Algorithm; Heuristics; Confirmation Bias; Fixation; Functional fixedness; Representativeness heuristic; Availability heuristic; overconfidence; Framing; Belief perseverance; Language; Babbling stage; Average secondary school graduate knows how many words?; Table 9.1; Skinner vs. Chomsky; Linguistic relativity; Can Apes talk?; Intelligence; Mental age; Stanford-Binet; Intelligence Quotient; Factor Analysis; General Intelligence; Savant syndrome; Creativity; Gardner’s idea of multiple intelligence; Creativity; 5 components of creativity; Social intelligence; Emotional intelligence; Moral intelligence; WAIS, WISC; Aptitude; Achievement; Table 9.2; Heritability; Genetic contribution to intelligence.

Define cognition, and describe the roles of categories, hierarchies, definitions, and prototypes in concept formation.

Compare algorithms, heuristics, and insight as problem-solving strategies, and explain how confirmation bias and fixation can interfere with effective problem solving.

Explain how the representativeness and availability heuristics can cause us to underestimate or ignore important information, and describe the drawbacks and advantages of overconfidence in decision making.

Describe the effects that framing, belief perseverance, and intuition can have on our judgments and decision making.

List the course of language acquisition from the babbling stage through the two-word stage.

Discuss Skinner’s and Chomsky’s contributions to the nature-nurture debate over how children acquire language, and explain why critical periods is an important concept in children’s language learning.

Discuss Whorf’s linguistic determinism hypothesis in relation to current views regarding thinking and language, and describe the value of thinking in images.

Discuss the difficulty of defining intelligence, and present arguments as to whether intelligence should be considered one general ability or many specific abilities.

Identify the factors associated with creativity, and explain what psychologists mean by emotional intelligence.

Discuss the history of intelligence testing, and describe modern tests of mental abilities such as the WAIS.

Discuss the criteria for judging intelligence tests, including standardization, reliability, and validity.
Chapter 10: Motivation; Instinct; drive-reduction theory; homeostasis; Incentives; Maslow’s hierarchy of needs; Set point; Basal metabolic rate; Anorexia nervosa vs. Bulimia nervosa; BMI; Sexual motivation; Sexual response cycle; refractory period; estrogen vs. testosterone; External vs. Imagined Stimuli; Why only 1/3 of sexually active male teens use condoms; Sexual orientation; Achievement motivation; Intrinsic vs. Extrinsic motivation; Industrial Organizational Psychology; Task vs. social leadership.

Define motivation as psychologists use the term today, and describe four perspectives useful for studying motivated behavior.

Describe Maslow’s hierarchy of needs.

Describe the physiological determinants of hunger.

Discuss psychological and cultural influences on hunger, and explain how anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behavior.

Describe research findings on obesity and weight control.

Discuss the human sexual response cycle, and discuss some causes of sexual disorders.

Discuss the impact of hormones, external stimuli, and fantasies on sexual motivation and behavior.

Discuss some of the factors that influence adolescent sexual behavior, and describe trends in the spread of sexually transmitted infections.

Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation.

Discuss the place of values in sex research.

Describe the adaptive value of social attachments, and discuss the consequences of our need to belong.

Discuss the nature and sources of achievement motivation.

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Chapter 11: Emotions; James Lange theory vs. Cannon Bard Theory; two factor theory; What controls arousal; Arousal and performance; Nonverbal communications; women or men show more emotions films?; Culture and emotions; Effects of facial expressions; Anger vs. Happiness; Adaptation-level Phenomenon; relative deprivation; table 11.1; stress; General adaptation syndrome fig 11.16; health psychologists; Stressful events in one’s life; Coronary Heart disease; panic attack; Type B; Stress and Cancer; Ways to cope with stress; biofeedback.

Identify the three components of emotion, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion.

Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.

Describe the relationship between physiological states and specific emotions, and discuss the effectiveness of the polygraph in detecting lies.

Explain the role of cognition in emotion, and discuss how neurological processes may enable us to experience some emotions prior to conscious thought.

Describe our ability to perceive and communicate emotions nonverbally, and discuss gender differences in this capacity.

Discuss the culture-specific and culturally universal aspects of emotional expression, and describe the effects of facial expressions on emotional experience.

Name several basic emotions, and discuss anger in terms of causes, consequences, and ways of handling it.

Identify some potential causes and consequences of happiness, and describe two psychological phenomena that help explain the relatively short duration of emotions.

Discuss the role of appraisal in the way we respond to stressful events, and describe the biology of the “fight-or-flight” response as well as the physical characteristics and phases of the general adaptation syndrome.

Discuss the health consequences of catastrophes, significant life changes, and daily hassles.

Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities.

Describe the experience of stress on immune system functioning.

Identify two ways people cope with stress, and describe how a perceived lack of control can affect health.

Discuss the links among explanatory style, social support, stress, and health.

Discuss the advantages of aerobic exercise as a technique for managing stress and fostering well-being.

Compare the benefits of biofeedback and relaxation training as stress-management techniques, and discuss meditation as a relaxation technique.

Discuss the correlation between religiosity and longevity, and offer some possible explanations for this link.

Chapter 12: Personality; four major perspectives; Psychoanalysis; free association; unconscious; preconscious; id; ego; superego; Psychosexual stages; Oedipus complex vs. Electra Complex; fixate; defense mechanisms; projections etc.; Projective tests; thematic apperception test vs. Rorschach inkblot test; Adler, Horney, and Jung thought what?; Collective unconscious; Trait perspective; traits; the big five; personality inventories; MMPI; Humanistic; Self-actualization; unconditional positive regard; self concept; self esteem; self serving bias; individualism vs. collectivism; table 12.2; Social cognitive; three ways individuals and environment interact; Personal control; Locus of control external vs. internal; learned helplessness; positive psychology; table 12.3

Define personality, and explain how Freud’s treatment of psychological disorders led to his study of the unconscious mind.

Describe Freud’s view of personality structure in terms of the id, ego, and superego.

Define Freud’s psychosexual stages of development, and describe the effect of stress on immune system functioning.

Identify two ways people cope with stress, and describe how a perceived lack of control can affect health.

Discuss the links among explanatory style, social support, stress, and health.

Discuss the advantages of aerobic exercise as a technique for managing stress and fostering well-being.

Compare the benefits of biofeedback and relaxation training as stress-management techniques, and discuss meditation as a relaxation technique.

Discuss the correlation between religiosity and longevity, and offer some possible explanations for this link.

Chapter 13: Psychological disorders; Medical perspective; bio-psycho-social perspective; DSM IV; Anxiety disorders; Generalized anxiety disorders; Panic disorders; phobias; obsessive-compulsive disorder; bipolar; manic episode; the biological perspective; the social cognitive perspective; cycle of depression; schizophrenia; delusions; table 13.2; Brain abnormalities; Personality disorders; antisocial personality

Identify the criteria for judging whether behavior is psychologically disordered.
• Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior.
• Describe the symptoms of generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder, and post-traumatic stress disorder.
• Discuss the contributions of the learning and biological perspectives to understanding the development of anxiety disorders.
• Describe the symptoms of dissociative disorders and the controversy regarding the diagnosis of dissociative identity disorder.
• Define mood disorders, and contrast major depressive disorder and bipolar disorder.
• Explain the development of mood disorders, paying special attention to the biological and social-cognitive perspectives.
• Describe the symptoms of schizophrenia, and contrast chronic and acute schizophrenia.

Chapter 14: Psychotherapy; eclectic approach; psychoanalysis; free association; resistance; interpretations; Humanistic therapies; client-centered therapy; active listening; three hints to active listening; Behavior therapy; counterconditioning; systematic desensitization; aversive conditioning; operant conditioning; token economy; cognitive therapy; cognitive-behavioral therapy; fig 14.5; clients perceptions; fig 14.6; Alternative therapies; Commonalities among psychotherapies; biomedical therapy; psychopharmacology; types of drugs
• Discuss how psychotherapy, biomedical therapy, and an eclectic approach to therapy differ.
• Define psychoanalysis, and discuss the aims, methods, and criticisms of this form of therapy.
• Contrast psychodynamic therapy and interpersonal therapy with traditional psychoanalysis.
• Identify the basic characteristics of the humanistic therapies, and describe the specific goals and techniques of Carl Rogers’ client-centered therapy.
• Explain how the basic assumption of behavior therapy differs from those of traditional psychoanalytic and humanistic therapies, and describe the techniques used in exposure therapies and aversive conditioning.
• Contrast cognitive therapy and cognitive-behavioral therapy, and give some examples of cognitive therapy for depression.
• Discuss the rationale and benefits of group therapy, including family therapy.
• Explain why clients and clinicians tend to overestimate the effectiveness of psychotherapy.
• Evaluate the effectiveness of eye movement desensitization and reprocessing (EMDR) and light exposure therapies.
• Define psychopharmacology, and explain how double-blind studies help researchers evaluate a drug’s effectiveness.
• Describe the characteristics of antipsychotic, antidepressant, and mood-stabilizing drugs, and discuss their use in treating psychological disorders.

Chapter 15: Social psychology; attribution theory; fundamental attribution error; Effects of attribution; Attitudes; Attitudes will guide our actions if?: What are the two evidence that attitude follow behavior?: foot in the door; role; cognitive dissonance theory; Conformity; What are some ways conformity increases?: normative social influence; informational social influence; Obedience experiment; Obedience is high when?: Social facilitation; social loafing; deindividuation; group polarization; group think; Self-fulfilling prophecies; Prejudice; stereotype; in-group; out group; in-group bias; scapegoat theory; Three ways we simplify the world around us?: aggression; What are the biological influences on aggression?: assertion-aggression principle; What are some psychological factors that trigger aggression?: Conflict; Social traps; What are some ways we are attracted to one another?: What is Elaine Hatfields two types of love?: One key to a gratifying and enduring relationship? Altruism; bystander effect; social exchange theory; superordinate goals; What are some ways to promote peace?
• Describe the three main focuses of social psychology, and explain how the fundamental attribution error can affect our analysis of behavior.
• Define attitude, and explain how attitudes and actions affect each other.
• Describe the chameleon effect, and discuss Asch’s experiments on conformity.
• Describe Milgram’s experiments on obedience, and explain how the conformity and obedience studies can help us understand our susceptibility to social influence.
• Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.
• Discuss how group interaction can facilitate group polarization and groupthink, and identify the characteristic common to minority positions that successfully sway majorities.
• Identify the three components and various forms of prejudice.
• Discuss the social factors that contribute to prejudice, and explain how scapegoating illustrates the emotional component of prejudice.
• Cite four ways that cognitive processes help create and maintain prejudice.
• Explain how psychology’s definition of aggression differs from everyday usage, and describe various biological influences on aggression.
• Outline psychological triggers of aggression, noting the relationship between violent video games and aggressive behavior.
• Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
• Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.
• Define altruism, and describe the steps in the decision-making process involved in bystander intervention.
• Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.