SURVEY OF PSYCHOLOGY, PSY 100
3 CREDIT HOURS
Thursdays 5:30-8:35 PM and Saturdays 9:30 AM-12:00 Noon

INSTRUCTOR: John M. Compton
OFFICE: Na'auao 121
OFFICE HOURS: Thursdays 5:00-5:30 and 8:35-9:15 PM; Saturdays 9:00-9:30 AM and 1200-1230 PM and by appointment
TELEPHONE: cell 256-7784 email address: mcompton@hawaii.edu
EFFECTIVE DATE: Fall Semester/2011

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

The student learning outcomes for the course are:
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.
4. Apply information learned to aid in understanding self and other
COURSE CONTENT

Concepts or Topics

- Major Psychological Theories
- Nature and Nurture
- Different Perspectives
- Different Theories
- Consciousness Continuum
- Research Strategies and Methods

Skills or Competencies

1. Describe and evaluate psychology as a science.
2. Compare and contrast the interactive effects of Nature and Nurture.
3. Identify major theorists.
4. Integrate major theories.
5. Define Theory
6. 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, Matching, True False, Fill in the Blank, Short Answers, and Brief Essays.

Thursday 5:30 PM Class-See Tentative Schedule for Chapter Coverage, Review, and Exams in Chart Below:

Saturday 9:30 AM Class-See Tentative Schedule for Chapter Coverage, Review, and Exam Dates in Chart Below

DO NOT MISS EXAMS. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed ONLY in the event of a genuine family or medical EMERGENCY. Routine appointments are not emergencies and should be scheduled outside of class hours. In the event of genuine emergencies, it is the responsibility of the student to contact the instructor in advance of the exam if possible. With appropriate documentation of emergency, a make-up examination will be scheduled.

B. “PSYCHOLOGY & SOMEONE I KNOW WELL” 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. To be fair to all, since this is a semester project, papers must be submitted on time.

*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 “Someone I Know Well” 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.
C. ACTIVITIES / ATTENDENCE / PARTICIPATION: (20%, 200 points of total grade):
Each student will be expected to participate in specific activities each week. Activities are
designed to complement information in the text and to assist you in preparing your own
“Someone I Know Well” Portfolio Project. Optimal learning 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 make-up 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 every student attend class to contribute
to the interactive learning that is an important part of every class. **To receive credit** for
participation, a student will need to **attend regularly and participate in class.**

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<tr>
<th>ASSESSMENT TASKS AND GRADING</th>
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<tr>
<td>Source Possible Points</td>
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<tr>
<td>Exams (3x200)</td>
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<td>Attendance/Activities/Participation</td>
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<tr>
<td>*“PSYCHOLOGY AND SOMEONE I KNOW WELL” Portfolio</td>
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<td><strong>Total = 1000 points</strong></td>
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**POINTS EARNED AND GRADES TO BE RECEIVED**

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<td>900 - 1000</td>
<td>A</td>
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<td>600 - 699</td>
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<td>&lt;600 points</td>
<td>F or N</td>
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**LEARNING RESOURCES**

RECOMMENDED: STUDY GUIDE to accompany textbook, by Richard O. Straub, 2008 Worth Publishers,

**Campus Resources:**
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities
Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).
Library Study Services: See the librarian for additional details.
EBSCOHost Journal Online DataBase can be accessed through the Library Website: [http://library.wcc.hawaii.edu](http://library.wcc.hawaii.edu)
**Additional Information**

**MODE OF INSTRUCTION***
Lectures, discussions, videos, assigned readings, brief reaction papers, online, participation, group projects, community field observations, roleplaying, 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.

UH-WCC has a person whose role is to assist persons with concerns in this area. It is the policy of WCC to actively support students with such difficulties. Anyone who may have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate this or any class, is welcomed and encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this or any class and in college in general. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information. As mentioned above, please speak directly with me at any time regarding needed supports that can help you achieve success in this class.

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<tr>
<th>WEEK OF</th>
<th>CHAPTERS</th>
<th>Activities</th>
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<tr>
<td>Aug 21</td>
<td>Ch. 1</td>
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<td>28</td>
<td>Ch. 2/3</td>
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<td>Sep 4</td>
<td>Ch.3/4</td>
<td>Activity 1 due</td>
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<td>11</td>
<td>Ch. 4/5</td>
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<td>18</td>
<td>Exam Ch 1-5</td>
<td>Activity 2 due</td>
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<td>25</td>
<td>Ch. 6/7</td>
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<td>Oct 2</td>
<td>Ch. 7/8</td>
<td>Activity 3 due</td>
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<td>9</td>
<td>Ch. 8/9</td>
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<td>16</td>
<td>Ch. 9/10</td>
<td>Activity 4 due</td>
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<td>23</td>
<td>Exam 6-10</td>
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<td>30</td>
<td>Ch. 11/12</td>
<td>Activity 5 due</td>
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<td>Nov 6</td>
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<td>13</td>
<td>Ch. 13/14</td>
<td>Activity 6 due</td>
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<td>20</td>
<td>Ch. 14/15</td>
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<td>27</td>
<td>Portfolio Discussions</td>
<td>Portfolio Due</td>
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<td>Dec. 4</td>
<td>Exam Ch. 11-15</td>
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“Psychology and Someone I Know Well” Portfolio Project for Psy 100
Choose 10 of the 15 chapters that interest you. Find a topic heading or topic subheading from each chapter and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences (or the life and experiences of someone you have known for many years). Write a minimum of one page, single spaced, with 1-inch margins, using 12 point Arial or Times New Roman font for each Chapter heading you choose. You must choose headings/sub-headings from ten different chapters and write a minimum of one full page for each (making the self-analysis or analysis of another portion of your portfolio project a minimum of ten single spaced full pages total). Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents that experience. Integrate all ten self-analysis discussions and artifacts for each into one folder, with a cover page that includes your name, and provide a table of contents. EXAMPLE of a self-analysis discussion by one individual from Chapter 7 on Learning, discussed characteristic of individual as being an overachiever and the explained or described that personal outcome as a result of “operant conditioning” a major concept in explaining learning in virtually all organisms, but in the example it was an explanation of how the person did well grade-wise in school through “positive reinforcements” of grades (secondary reinforcer) and praise regarding that grade from family and friends (primary reinforcer), (positive reinforcements or reinforcers being types of rewards), and how the need to get that “A” grade “extrinsically motivates” that individual to engage in “operant behavior” such as studying, reading, engaging in study groups, etc. As an artifact the individual might provide a copy of a report card, or an important paper with an “A” grade. The choice of chapters and what topic to write about is your decision as long as the topics are from ten different chapters. You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and either yourself or someone important to you whose life your are very familiar with. Do not identify that person by name or relationship, e.g., say "relative" rather than "sister" or "uncle" or say "acquaintance" rather than your "next door neighbor" or "best friend". I do not need to know if you are writing about yourself or someone else, the main thing is that you have known the person well for a long period of both your lives.
**Scoring Rubric:** Using the scale below, 5 points will be earned for each criteria completed. If you have not completed a criterion, 0 to 4 points will be given.

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<tr>
<td>Define important concept(s) or term(s) from a Chapter</td>
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<td>Give an example(s) of an experience or observation in the person’s life and applies it to the concept or term defined.</td>
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<td>The artifact relates to the point or term given and is more than a simple drawing</td>
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Extensive individual Study Guides for each chapter should be available in the first section of your textbook. If your book does not have the guides, they will be provided in class.

**Study Guides for the first 5 chapters**

**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 and 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; Inte 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.
- Describe 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 childrearing.
• 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; Kohlberg’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.

• Identify 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; kinesthesia; 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 kinesthesia 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

REQUEST FOR CREDIT-NO CREDIT GRADES
Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid term).

SERVICE LEARNING COMPONENT
This course provides a Service Learning Option. In lieu of the Self-Analysis portion of the Portfolio Project, the student may volunteer a minimum of 20 hours within the community and provide journal entries of daily activities, and a final impact paper describing the volunteer experience and how the student was able to apply what was learned in the classroom. Additional information will be handed out in class. See instructor for more information and specific volunteer and paper requirements. If a student chooses the Service Learning option in lieu of the self-analysis portion of the portfolio project, that student must notify the instructor by the end of the third week in the semester; this is to ensure the student has enough time to secure a work site and fulfill volunteer and academic requirements.

Regarding Class Attendance and Assignments
Just a reminder: Because much of the work to be done and specific assignments occur during class, students are expected to attend class regularly and need to keep up with the readings, so they can meaningfully participate and contribute in class and small group discussions and activities in order to earn maximum points toward their grade. The natural consequence of not doing so will be loss of points impacting negatively on grade.

PLEASE NOTE: While we live in the age of technology, there is a time and a place for such activities. The classroom is NOT the place for mobile phones calls or texting. They are disruptive to both to your fellow classmates and me; therefore, please turn your phone off before coming to class.

Lastly, I support the University of Hawaii’s non-discrimination policy in my classes. Any discriminatory acts or language on the basis of race, religion, sex, age, national origin, ancestry, disabilities, or sexual orientation will not be tolerated.