SURVEY OF PSYCHOLOGY, PSY 100
3 CREDIT HOURS
Class Tue and Thur

INSTRUCTOR: John M. Compton
OFFICE: Na'auao 141
OFFICE HOURS: TR 230-345 and other times by appointment
TELEPHONE: 256-7784
EFFECTIVE DATE: Spring Semester/2014

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

2013 – 2014 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 include:
1. Recognize and understand the field of psychology as a science.
2. Be able to discuss the biological and environmental bases of human behavior.
3. Integration of the basic perspectives, concepts, principles, and general information comprising the field of psychology.
4. Ability to apply information learned to aid in understanding one’s self and others

COURSE CONTENT
Concepts or Topics

• Major Psychological Theories
• Nature and Nurture
• Different Perspectives
• Different Theories
• Your Brain and You
• Consciousness Continuum
• Research Strategies and Methods
• Human Development
• Psychological Disorders and Treatments
• Factors Contributing to Positive Psychological Health for Individuals, Families, Communities and Societies

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.
7. Understand the multiple complex factors and processes influencing Human Development.
8. Improve Planning and manage your life and future.

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.

-See Schedule for Chapter Coverage, Review, and Exam Dates in Chart I 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. Final Draft is due by Tuesday, April 16, 2013. More details are provided below as to

*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 at 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 for extra credit of up to 200 points, equivalent to the “Psychology and Me” Portfolio or total points through Activities and Class Participation. 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 plan for.
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. Though activities and points received for this
section are independent of your preparing your “Psychology and Someone I Know Well”
Portfolio Project, it is likely to assist you in that work as well. Maximum learning and credit
requires **written** preparation outside of class, **sharing the work product** or information in class
group discussion, and **turning in your write up of the activity**. 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 include planned
in-class group learning opportunities, make-up opportunities for these activities are limited.
Each student is viewed as a Learner/Peer Teacher. Your shared observations based on your own
life experiences, 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 full
credit** for participation, each student will need to **participate in all discussions and prepare**
**written discussion for a minimum of 10 activities**.

### ASSESSMENT TASKS AND GRADING

Source of Possible Points
Exams (3x200) = 600 points
Activities/Attendance/Participation = 200 points
“PSYCHOLOGY AND SOMEONE I KNOW WELL” Portfolio = 200 points
Total = 1000 points

**POINTS EARNED AND GRADES TO BE RECEIVED**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900 - 1000</td>
<td>A</td>
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<td>800 - 899</td>
<td>B</td>
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<tr>
<td>700 - 799</td>
<td>C</td>
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<tr>
<td>600 - 699</td>
<td>D</td>
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<tr>
<td>&lt;600</td>
<td>F or N</td>
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### LEARNING RESOURCES

**REQUIRED TEXT:** EXPLORING PSYCHOLOGY, 9th edition, by David Myers, 2010, Worth Publishers
**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 in the beautiful new Library for additional details.
EBSCOHost Journal Online DataBase can be accessed through the Library Website:
http://library.wcc.hawaii.edu
# Chart I. Working Schedule for Tue-Thur Psy 100 Class

<table>
<thead>
<tr>
<th>Dates</th>
<th>ACTIVITY/CHAPTER</th>
<th>DATES</th>
<th>ACTIVITY/CHAPTER</th>
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<tbody>
<tr>
<td>January 14 &amp; 16</td>
<td>Overview of course + Introduction/Ch. 1: Lecture &amp; Activities;</td>
<td>March 25 &amp; 27</td>
<td>Ch. 10: Lecture &amp; Activities</td>
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<td>21 &amp; 23</td>
<td>Chapter 2: Lecture &amp; Activities; Activity 1(Act.1,pt.1) due</td>
<td>April 1 &amp; 21</td>
<td>Ch. 11: Lecture &amp; Activities; Act. 8 due</td>
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<td>28 &amp; 30</td>
<td>Ch. 3: Lecture &amp; Activities; Act. 2 due</td>
<td>8 &amp; 28</td>
<td>Ch. 12: Lecture &amp; Activities; Act. 9 due</td>
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<td>February 4 &amp; 6</td>
<td>Ch. 4: Lecture &amp; Activities; Act. 3 due</td>
<td>15 &amp; 4</td>
<td>Ch. 13: Lecture &amp; Activities; Person I Know Well Portfolio initial draft (7ch) due</td>
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<td>11 &amp; 13</td>
<td>Ch. 5: Lecture &amp; Activities; Act. 4 due</td>
<td>22 &amp; 11</td>
<td>Ch. 14 Ch. 11: Lecture &amp; Activities; Act. 10 due</td>
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<tr>
<td>18 &amp; 20</td>
<td>Review &amp; Exam over Chapters 1-5</td>
<td>April 29 &amp; May 1</td>
<td>Ch.15: Lecture &amp; Activities: Final Draft Someone I Know Well due</td>
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<td>25 &amp; 27</td>
<td>Ch. 6: Lecture &amp; Activities; Portfolio Outline draft due</td>
<td>6 &amp; 8</td>
<td>Review Ch. 11-15: Lecture &amp; Activities;</td>
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<tr>
<td>March 4 &amp; 6</td>
<td>Ch. 7: Lecture &amp; Activities; Act. 5 due</td>
<td>Week of Final Exams</td>
<td>Final Exam Chs. 11-15</td>
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<td>11 &amp; 13</td>
<td>Ch. 8: Lecture &amp; Activities, Act. 6 due</td>
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<td>Summer approaches</td>
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<td>18 &amp; 20</td>
<td>Ch. 9: Lecture &amp; Activities; Act. 7 due</td>
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## Additional Information

**MODE OF INSTRUCTION**

Lectures, discussions, videos, assigned readings, activity participation and written 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, 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 an excellent grade.

UH-WCC has a staff professional whose primary 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 supports that can help you achieve success in this class.

“Psychology and Someone I Know Well” Portfolio Project for Psychology 100
Choose 10 of the 15 chapters that interest you. Find a topic heading or topic subheading from each of the 10 chapters and integrate how theories, points, and terms covered in that section that you chose have helped you to gain insight into your own life and experiences (or the life and experiences of a person you have known for most of your life). You must choose headings/subheadings from ten different chapters and write a minimum of one full page (all single spaced, with 1-inch margins, using Times New Roman or Arial 12 point fonts) for each chapter (making the self-analysis or analysis of another portion of your portfolio project a minimum of ten 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 person 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 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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<thead>
<tr>
<th>CRITERIA</th>
<th>Ch__</th>
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<tr>
<td>Define important concept(s) or term(s) from a Chapter</td>
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<td>Gives examples of experiences or observations in the person’s life and applies it to the concepts or terms defined.</td>
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<td>1 page typed single spaced, 1&quot; margins, 12 point New Times Roman or Arial font</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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<td><strong>Subtotal Each CH:</strong> (20 points possible)</td>
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<td><strong>Grand Total 200 points possible</strong></td>
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**Study Guides**
Extensive individual Study Guides for each chapter should be available in the first section of your textbook.

**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. A 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, 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 OR GAMES. 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.