

SUMMER 2014: ONLINE
PSY 100: SURVEY OF PSYCHOLOGY
3 CREDIT HOURS

INSTRUCTOR: Frank Palacat, Ed.D, MSCP
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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

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, basic computing and Internet skills, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course is:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis 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
- Psychological Perspectives
- Psychological 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 and describe major theorists
- Integrate various psychological theories
- Define theory
- Discuss the nature and types of evidence used in psychology

COURSE TASKS

A. **PARTICIPATION: (30%, 300 points of total grade):**

POSTINGS (not including responses) COMPLETED BEFORE THE DUE DATE WILL RECEIVE THE FULL PARTICIPATION POINTS. NO POINTS ARE AWARDED FOR LATE POSTS.

Each student will be expected to participate each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. It is important to **plan ahead** to make certain you complete the work required outside of class so you are ready to share with the class at the time the topic is discussed.

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 to contribute to the interactive learning that is an important part of every course. **To receive credit** for participation, each student will need to **participate, on time.**

B. **CHAPTER QUIZZES and SURVEYS (40%, 400 points of total grade):**

Quizzes will be made available online at the start of the semester. Each week the students are expected to complete reading of the assigned chapter(s) and then complete the quiz(s) for the assigned chapter(s). Each individual chapter quiz will consist of 10 randomly chosen multiple choice and true/false questions. Students may take and retake chapter quizzes as many times as necessary to achieve a desired score; however, as questions are randomly chosen from a large database, the questions on each quiz retake will differ from the previous quiz questions for the same chapter.

Students may complete the reading and quizzes, in order, at a faster pace if they so desire; however, in the interest of proficient grading and to motivate students to ration work efficiently, quizzes and retakes must be completed BEFORE the stated deadline.

Each chapter quiz is worth a possible total of 20 points, x15 chapters, for a total possible 300 points. The Pre and Post surveys are worth 50 points each for a total of 100 points.

C. **PORTFOLIO POSTING AND RESPONDING (30%, 300 points of total grade):**

TO OBTAIN FULL POINTS EACH POST NEEDS TO BE 300 WORDS AND EACH RESPONSE 100 WORDS LONG.

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 assignment.

The Posting and Responses in this course will be used as your writing assignment for the course. Please take this into account when writing your posts. Be aware of grammar structure and writing styles.

The grading of each post and response is as follows (an example is provided in Lualima):

- a. Answer the posted question for that chapter. Post a question from that chapter that you would like to be answered. (Post these under each Chapter heading)
- b. Provide an artifact (pictures, drawings, poems, etc.) that links to your posting or question. (Provide this as an attachment to your posts)
- c. The writing must be 300 words, double-spaced with 1-inch margins, using 12 point New Times Roman font.
- d. Respond to 2 other posts or questions (100 words) with insightful information or thoughts in complete sentences.

ASSESSMENT TASKS AND GRADING

Task	PossiblePts	Grade Criterion
Participation	= 300 pts	900 - 1000 = A
Portfolio Posts	= 300 pts	800-899 points = B
Quizzes	= 300 pts	700- 799 point = C
Surveys	= 100 pts	600 - 699 points = D
Total	= 1000 pts	<600 points = F or N

LEARNING RESOURCES

Required Text:

Myers, D. (2013). *Exploring Psychology*, (9th ed.). New York: Worth

The text is accompanied by CD-ROM and web access to PsychPortal for Exploring Psychology, 8/e by Myers: A complete electronic version of the textbook, with embedded Concepts in Action that provide a media- powered way to interact with key concepts. Diagnostic Quizzing to help students pinpoint the concepts and themes that are most difficult for them to grasp. Video Tool Kit Activities that combine short, thought-provoking clips with brief multiple-choice quizzes.

The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. A copy is on reserve at the WCC library desk, for immediate use, but is not allowed to be checked out of the library.

Recommended Reading Resources:

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual*, (4th Ed), Text Revision.

Washington DC: Author. (In Reference section of WCC Library Call number: RC455.2.C4D536 2000) American Psychological Association. (2002). *Publication manual of the American Psychological Association*, (5th

ed.). Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian's desk. Call number: BF76.7.P83 2001)

Straub, R. (2010). *Study Guide to accompany Exploring Psychology by David Myers 8th ed.* New York: Worth

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).

TTC: The Testing Center for assistance in an alternative testing site. 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>

Additional Information

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale `Ākoakoa 213 for more information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and 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.

May, June, & July 2014						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	31
Reading CH 1, 2 & 3 Due: Introduction & Pre-Survey 6/1/14 @ 11:59pm						
1	2	3	4	5	6	7
Reading CH 4, 5 & 6 Due: Posts and Quizzes for CH 1, 2 & 3 6/8/14 @ 11:59pm						
8	9	10	11	12	13	14
Reading CH 7, 8 & 9 Due: Posts and Quizzes for Ch 4, 5 & 6 6/15/14 @ 11:59pm						
15	16	17	18	19	20	21
Reading CH 10, 11 & 12 Due: Posts and Quizzes for CH 7, 8 & 9 6/22/14 @ 11:59pm						
22	23	24	25	26	27	28
Reading CH 13, 14 & 15 Due: Posts and Quizzes for Ch 10, 11 & 12 6/29/14 @ 11:59						
29	30	1	2	3	4	5
Due: Posts and Quizzes for CH 13, 14 & 15 7/6/14 @ 11:59pm						

* THIS IS A SUMMER COURSE -- 16 WEEKS OF INSTRUCTION HAVE BEEN SHRUNK TO 6; THEREFORE, THIS IS AN INTENSIVE COURSE AND REQUIRES EXTREME DEDICATION TO YOUR STUDIES TO PASS.

** ASSIGNMENTS ***MUST*** BE ***COMPLETED BY THE DUE DATE/TIME!***

*** LATE SUBMISSIONS WILL ***NOT*** BE ACCEPTED.

For careers in counseling, social work, education,
psychology and human development.

Psycho-Social Development

Academic Subject Certificate

If you like helping people, a career in human services may be for you – whether it's social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

Required courses:

(24 credits)

PSY 100 Survey of Psychology (3)

Select one course from three options:

PSY 170 Psychology of Adjustment **or**

SOC 218 Introduction to Social Problems (3) **or**

SOC 231 Introduction to Juvenile Delinquency (3)

PSY 224 Abnormal Psychology (3)

PSY 240 Developmental Psychology (3)

SOC 100 Survey of General Sociology (3)

SOC 251 Introduction to Sociology of the Family (3)

SSCI 193V Cooperative Arts and Science Education (3)

SSCI 293V Cooperative Arts and Science Education (3)

Elective (3 credits)

Select one course from the list below:

ANTH 200 Cultural Anthropology (3)

BOT 105 Ethnobotany (3)

ECON 120 Introduction to Economics (3)

ICS 100 Computing Literacy and Applications (3)

POLS 180 Introduction to Hawaiian Politics (3)