

PSY 100: SURVEY OF PSYCHOLOGY  
3 CREDIT HOURS  
Fall 2015 – Tuesday & Thursday



INSTRUCTOR: Frank Palacat  
OFFICE: Na`auao 123  
OFFICE HOURS: MTWR 11:30am – 12:30pm  
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### 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

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 are:

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*

1. Describe and evaluate psychology as a science
2. Compare and contrast the interactive effects of nature and nurture
3. Identify and describe major theorists
4. Integrate various psychological theories
5. Define theory
6. Discuss the nature and types of evidence used in psychology

## COURSE TASKS

### A. PARTICIPATION: (20%, 200 points of total grade):

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 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 with weekly deadlines, 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 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. PORTFOLIO (20%, 200 points 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.

### C. EXAMS (60%, 600 points of total grade):

Complete three of the four exams covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of approximately 50 Multiple Choice and True-False questions.

<u>EXAM</u>	<u>MATERIAL</u>	<u>% / POINTS possible</u>
Unit Exam 1	Chapters 1-5	20% / 200pts
Unit Exam 2	Chapters 6-10	20% / 200pts
Unit Exam 3	Chapters 11-15	20% / 200pts
Final Exam	Chapters 1-15	TBD

**Do not miss exams.** Fairness in testing depends on students having equal preparation opportunities.

Consequently, make-up tests will be allowed at the end of the semester. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the DEADLINE of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

## ASSESSMENT TASKS AND GRADING

<u>Task</u>	<u>Possible Pts</u>	<u>Grade Criterion</u>
Participation =	200 pts	900 - 1000 points = A
Portfolio =	200 pts	800-899 points = B
Exams =	600 pts	700- 799 point = C
<b>Total =</b>	<b>1000 pts</b>	600 - 699 points = D
		<600 points = F or N

## LEARNING RESOURCES

### Required Text:

Myers, D. (2010). *Exploring Psychology*, (9<sup>th</sup> ed.). New York: Worth  
 The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.

### 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).  
 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](mailto: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.

### PSY 100 Tentative Schedule

Dates:	Chapter Readings	Class Activity	Learning Outcome Focus
Aug 25		Introduction	1, 2, 3
27	CH. 1	Lecture/ Discussion	1, 2, 3
Sept 1	CH. 1	Lecture/ Discussion	1, 2, 3
3	CH. 2	Lecture/ Discussion	2
8	CH. 2	Lecture/ Discussion	2
10	CH. 3	Group Jigsaw	3
15	CH. 3	Group Jigsaw	3
17	CH. 4	Sending an Expert	2, 3
22	CH. 4	Sending an Expert	2, 3
24	CH. 5	Clicker Activity	2, 3
29	CH. 5	Clicker Activity	2, 3
Oct 1		Unit Exam 1	1, 2, 3
6	CH. 6	Snowball	1, 2
8	CH. 6	Speed Terming	1, 2
13	CH. 7	Lecture/ Discussion	1, 2, 3
15	CH. 7	Lecture/ Discussion	1, 2, 3
20	CH. 8	Group Jigsaw	3
22	CH. 8	Group Jigsaw	3
27	CH. 9	Conference Workshop	1, 2
29	CH. 9	Conference Workshop	1, 2
Nov 3	CH. 10	Individual Jigsaw	2, 3
5	CH. 10	Individual Jigsaw	2, 3
10		Unit Exam 2	1, 2, 3
12	CH. 11	Expert Group	2, 3
17	CH. 11	Expert Group	2, 3
19	CH. 12	Lecture/ Discussion	2, 3
24	CH. 12	Lecture/ Discussion	2, 3
Dec 1	CH. 13	Term Sharing	1, 2, 3
3	CH. 13	Portfolio Sharing	1, 2, 3
8	CH. 14 / 15	Role Playing	1, 2, 3
10		Unit Exam 3	1, 2, 3
15	(10:00am – 12:00pm)	Final Exam / Makeup exam	1, 2, 3
15	(1:00pm – 3:00pm)	Final Exam / Makeup exam	1, 2, 3
17	(8:30am – 10:30am)	Final Exam / Makeup exam	1, 2, 3
17	(11:30am – 1:30pm)	Final Exam / Makeup exam	1, 2, 3

## 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.

### **TURN THIS SHEET IN WITH YOUR PORTFOLIO.**

Scoring Rubric: Using the below scale give 5 points for each criteria completed. If you have not completed a criteria, 0 points will be given.

<u>Criteria:</u>	<b>5 Points for each completed</b>									
	CH. _	CH. _	CH. _	CH. _	CH. _	CH. _	CH. _	CH. _	CH. _	CH. _
Defined a point or term given in the chapter and provided an example of an experience or observation in their life and applies it to the point or term given..										
1 page typed double spaced, 1 inch margins, 12 point New Times Roman font										
The artifact relates to the point or term given and is more than a simple drawing										
<b>Subtotal Each CH.: (15 points possible)</b>										
<b>Total Points Added = (18x10ch=150 points)</b>										
<b>APA Formatted Title Page and Table of Contents (20 points)</b>										
<b>On-time and Sharing (30 points)</b>										
<b>Grand Total: (200 points possible)</b>										

**Comments:**

Name: \_\_\_\_\_

Class: \_\_\_\_\_