

FALL 2017  
PSY 100: SURVEY OF PSYCHOLOGY  
WCCC Classroom; MW 6:30p – 7:45p; CRN: 61515  
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL  
OFFICE: WCCC Classroom  
OFFICE HOURS: After class, and by appointment  
INSTITUTION: Windward Community College; Kaneohe, HI

**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. EXAMS (40%, 400 points of total grade):

Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

<u>EXAM</u>	<u>DATES:</u>	<u>MATERIAL</u>	<u>%/POINTS possible</u>
Midterm	Wednesday, Oct. 25 <sup>th</sup>	Chapters 1-8	20%/ 200pts
Final	Wednesday, Dec. 13 <sup>th</sup>	Chapters 9-15	20%/ 200pts

**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** with appropriate documentation. 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 start time 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 class hours.** 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.

### B. PARTICIPATION / ATTENDANCE : (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. 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, each student will need **to be present for the entirety of the class and actively participate.**

### C. INSTRUCTOR QUIZZES (100%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

### D. PORTFOLIO PROJECT “Self-Analysis”: (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid the student in assessing understanding of material and applying concepts learned in class activities to real life while completing a college level project. Your work quality and professional presentation is expected to be at college level performance. 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.** See handout and rubric for additional instructions.

### E. HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):

For various chapters throughout the semester, homework will be assigned. Homework might include viewing videos online and answering critical thinking questions posed by your instructor, journaling assignments, worksheets, self-assessments, lecture notes for in-class presentations, etc.

Homework will be assigned in class throughout the semester.

## ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Exams (2x200)	= 400 pts	900 - 1000 points = A
Participation	= 200 pts	800-899 points = B
Quizzes	= 100 pts	700- 799 point = C
Portfolio	= 200 pts	600 - 699 points = D
Homework	= 100 pts	<600 points = F or N
<b>Total</b>	<b>= 1000 pts</b>	

## LEARNING RESOURCES

### Required Resources:

OPEN EDUCATION RESOURCE TEXTBOOK: A copy of your Open Access textbook will be made available.

## Additional Information

### MODE OF INSTRUCTION\*

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, interactive engagement. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class. The text, class activities, and interactive resources are mutually complementary; meaning they overlap. Students are responsible for the information presented in all domains.

### REQUEST FOR Cr/N 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; see calendar for date) directly through the registrar's office.

### ACADEMIC DISHONESTY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and *expulsion from the University of Hawaii*.

**Cheating:** Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

**Plagiarism:** Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved...

### **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 speak with your WCCC education coordinator.

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 CRN:61515**  
**Fall2017 MW 6:30-7:45p**  
**Tentative Schedule**

	<b>Date</b>		<b>Chapter/ Reading Due</b>	<b>Topic</b>	<b>Assignment Due/Notes</b>
<b>Aug</b>	M	21		Introduction	
	W	23	Introduction	What is Psychology?/ MBTI	Read Syllabus
	M	28	Ch. 1 (pp. 1-72)	Psychology as a Science	
	W	30	Ch. 2 (pp. 79-86)	Human Genetics	
<b>Sept</b>	<b>M</b>	<b>4</b>	<b>NO CLASS</b>	<b>HOLIDAY: LABOR DAY</b>	<b>NO CLASS</b>
	W	6	Ch. 2 (pp. 86-96)	Neurons and Systems	
	M	11	Ch. 2 (pp. 96-108)	The Brain & Spinal Cord	
	<b>W</b>	<b>13</b>		<b>HUI ASSIGNMENTS</b>	<b>Double Attendance Day!</b>
	M	18	Ch. 3 (pp. 117-146)	Consciousness	
	W	20	Ch. 3 (pp. 117-146)	Consciousness	Hui Presentation Notes
	M	25	Ch. 4 (pp. 155-168)	Lifespan Development & Theories	
	W	27	Ch. 4 (pp. 169-190)	Stages & Death	
<b>Oct</b>	M	2	Ch. 5 (pp. 199-216)	Sex, Gender, and Sexuality	
	W	4	Ch. 6 (pp. 221-247)	Sensation and Perception	Worksheet Assignment
	M	9	Ch. 7 (pp. 257-268)	Classical Conditioning	
	W	11	Ch. 7 (pp. 268-283)	Operant Conditioning & Observational Learning	
	M	16	Ch. 8 (pp. 289-314)	Memory	
	W	18	Ch. 8 (pp. 289-314)	Memory	
	M	23	<i>Chapter 1-8</i>	<i>Review for Midterm</i>	<i>!!!STUDY!!!</i>
	<b>W</b>	<b>25</b>	<b>Chapter 1-8</b>	<b>MIDTERM EXAM</b>	<b>!!!STUDY!!!</b>
	<b>M</b>	<b>30</b>		<b>Midterm Review: Assessment</b>	<b>Double Attendance Day!</b>
<b>Nov</b>	W	1	Ch. 9 (pp. 321-336)	Thinking & Language	
	M	6	Ch. 9 (pp. 337-350)	Intelligence	
	W	8	Ch. 10 (pp. 357-379)	Motivation and Emotion	
	M	13	Ch. 10 (pp. 357-379)	Motivation and Emotion	APA Poster Presentation Notes
	W	15	Ch. 11 (pp. 385-429)	Stress, Health, and Human Flourishing	
	M	20	Ch. 12 (pp. 437-452)	Personality: Psychoanalytic Theories	
	W	22	Ch. 12 (pp. 452-469)	Personality Theories and Assessment	
	M	27	Ch. 12 (pp. 452-469)	Personality Theories and Assessment	<b>!!!!PORTFOLIO PROJ DUE!!!!</b>
	W	29	Ch. 15 (pp. 575-598)	Social Thinking and Influence	
<b>Dec</b>	M	4	Ch. 15 (pp. 599-612)	Social Relations	
	W	6	Ch. 13 (pp. 477-488) Ch. 14 (pp. 539-555) <i>Chapters 9-15</i>	Psychological Disorders Treatment Perspectives <i>Review for Final Exam</i>	<i>!!!STUDY!!!</i>
	<b>W</b>	<b>13</b>	<b>Chapters 9-15</b>	<b>FINAL EXAM</b>	<b>!!!STUDY!!!</b>

## **“Self-Analysis” Journal 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. Write a minimum of 250 words for each of the 10 chapter entries. You must choose headings/sub-headings from **ten different chapters** and write a **minimum of 250 words each**. Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents that experience—or a description of what artifact you would use if you had access to it. Integrate all ten self-analysis discussions and artifacts for each into a composition book or bound together somehow, with a cover page that includes your name, and a table of contents that lists the chapter, topic, and artifact.

EXAMPLE for one self-analysis discussion: Chapter 7 on Learning, heading on Operant Conditioning, discussion analyzing me as an overachiever, how I have been “operantly conditioned” to do well in school through “positive reinforcements” of grades (secondary reinforcer) and praise regarding that grade from family and friends (primary reinforcer) and how the need to get that A “extrinsically motivates” me to engage in “operant behavior” such as studying, reading, engaging in study groups, etc. As an artifact I might provide a copy of my certification of Summa Cum Laude, a copy of my report card, an important paper with an A grade, or a portrait of me at graduation.

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 yourself. Please be aware that this assignment is NOT confidential and your instructor has a “Duty to Report” any content that may be concerning, or that expresses a PREA violation; past, present, or future

### **PSY100 “Self Analysis” Portfolio Project**

## **SELF-GRADE & TURN THIS RUBRIC IN WITH YOUR PORTFOLIO PROJECT.**

Scoring Rubric: Using the below scales, give appropriate points for each criteria completed. **Incomplete criteria earn 0 points.**

<b><u>CRITERIA:</u></b>	<b><u>Insert points for each completed</u></b>									
	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__
<b>Understanding (4pts):</b> Defines at least one point, theory, or concept in the chapter										
<b>Application (4pts):</b> Analyzes a past experience in their life and applies it to the point, theory, or concept given.										
<b>Format (5pts):</b> Minimum 250 words, legible, original chapter										
<b>Artifact (3pts):</b> The artifact relates to the point, theory, or concept, and experience given.										
Chapters <b>SUBTOTAL:</b> (16pts possible)										
<b>Total of Chapter Points:</b> (from above) (i.e. 16pts x 10ch=160 points)	<b>*NOTE:</b> Please <u>secure</u> your project. This means write it in a composition book or if written on separate note pages, use some type of apparatus that secures the document together.* <b>**Please <i>put your name on the cover</i> (or cover page) of your project, <u>self-grade this rubric</u>, and <u>include this rubric in the project</u>.**</b>									
<b>Presentation/Professionalism:</b> <u>Complete: all requirements!</u> Organized and Secured, Cover Page with name, Table of Contents Page, On Time, Self-Graded Rubric included (40 points possible)										
<b>TOTAL PROJECT PTS :</b> (200 points possible)										

**Name:**

**Course Day/Time:**