

**School of Arts and Letters**

**COURSE SYLLABUS** PSY 11103 General Psychology

# Fall 2022

# Class meets on: Monday through Friday 12:55 pm – 1:45 pm

Class meets at: South Gallia High School Room 143

Instructor: Dafney Davis, MEd, MS

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Office Hours: Monday through Friday 2:45-3:45

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**GENERAL EDUCATION OUTCOMES**

Upon completion of the General Education Program, students will be able to accomplish the following:

• Communication: Demonstrate effective communications skills in reading, writing, speaking, and listening. (Skills, literate)

• Cultural Diversity: Demonstrate a scientific knowledge of human behavior and acknowledge cultural diversity of different peoples of the world. (Liberal arts and science- based knowledge, respect for people, integrity)

• Human Values: Use an understanding of the historical and philosophical development of current cultures to demonstrate respect for human values and perspectives. (Liberal arts, literate, respect for people)

• Ethical Behavior: Demonstrate understanding of ethical reasoning by constructing arguments on issues of importance of society (Self-directed, ethically responsible, concerned with integrity, respect for people).

 • Technological Literacy: Demonstrate appropriate technological literacy and skills for personal and professional use. (Knowledge and skills, literate)

• Health & Well-Being: Demonstrate an understanding of behaviors that best promote personal health and psychological well-being. (Ongoing learning experience, self-directed, committed to excellence)

• Aesthetic Awareness: Identify and appreciate artistic expressions from historical, philosophical, and cultural perspectives. (Liberal arts, aesthetically aware)

• Critical Thinking: Use appropriate critical thinking skills to solve problems. (Literate, ongoing learning experience)

• Scientific Reasoning: Demonstrate an understanding of the fundamental concepts of mathematics and science, analytical ability, problem-solving capacity, and the use of the scientific method. (Science-based awareness, ongoing learning experience, literate)

**COURSE DESCRIPTION**

Introduction to individual human behavior, history of psychology, present definition of psychology, perception and sensation, intelligence and its measurement, maturation, principles of learning, motivation and emotions, personality, abnormal behavior, socialization, and group influence.

**CREDIT HOURS**: **3**

**TEXTBOOK AND OTHER REQUIRED MATERIALS**:

Myers, D. (2021). *Myers’ psychology for AP.* (4th ed). New York: BFW/Worth Publishers

Hock, R. R. (2013). *Forty studies that changed psychology: explorations into the history of*

 *psychological research.* (7th ed). Boston: Pearson Education.

Google Classroom Code: 6hp2anq

**Materials Needed**: 1 Composition notebook, 1 three ring binder with loose leaf paper, scissors, colored pencils, blue or black ink pens (**NO RED INK**) or pencils, and Post-It Notes (lots).

**Coursework:**

1. Reading quizzes will be given often.

2. Exams will be given at the end of each unit and will consist of multiple choice questions and usually one Free Response Question (FRQ).

3. Various class projects and presentations will be assigned during various units.

4. **We learn from each other:** This course is not one in which you will play a passive role, simply absorbing information presented by the teacher. Instead, you are expected to take an active part in your own learning by forming your own questions and analysis. In the classroom, discussion and demonstrations will dominate over lectures so that we can learn from each other. Each of you brings something special to the course –come each day ready to contribute.

5. **Knowledge for application’s sake:** In Psychology there is a considerable amount of content you must master. However, you must do more than memorize information. You will be asked to apply this information to real life situations via class discussions or through concisely written free response questions.

6. **Psychologists read:** As students, you will be expected to do a considerable amount of daily reading in the text, etc. You must show evidence of daily preparation by participating in class discussions, asking critical questions, and making text-to-world connections.

7. **Active note taking:** The amount of material distributed in this course is substantially higher than in a regular class. Students are required to take notes in class and as they read at home. Notes will be checked. Study Guides will also be given for each module of study. Study guides do not take the place of note-taking while reading. The grading of study guides is by teacher discretion—at times they will be required, and other times be worth extra credit. It is advisable that you complete all study guides as it will help to prepare you for the unit exams.

8. **A College-Level Effort:** This course is College Credit Plus course through the University of Rio Grande. Therefore, I will expect college-level study and work habits from all of my students. I will expect that your work is completed and submitted on time. I will expect that you actively study your Psychology materials on a regular basis, even in the absence of impending assignments. A lack of time and effort given outside the classroom will make it difficult for you to be successful in this course.

9. **Keep in mind**: Motivation is of much greater importance to your success than your current level of ability. If you want to succeed in this class and are willing to put forth the effort, you will succeed. Attitude, study skills, determination, and discipline count for more than current level of ability.

**GRADING:**

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| --- | --- | --- | --- |
| Category | Description |  Purpose | Percent of total grade |
| Homework & Classwork | This includes weekly chapter notes, notecards and in class skill building activities. | This is heavily weighted as it is the primary way in which students gather historical content knowledge and develop disciplinary practices and reasoning skills. | 5% |
| Review | These activities can include: in class simulations, collaborative projects, online simulations and a variety of other content review assignments. Typically, these are completed at the end of each time period unit. | This category is designed for students to understand the importance of continuous content review to engrain information to their long-term memory.  | 10% |
| Writing | This includes weekly writing assignments used as formative and summative assessments. These assignments will assess students abilities to analyze case studies and develop and support an argument. Writing assignments will increase in length and difficulty over time. | This category is heavily weighted to reflect the importance of mastering analysis, argumentation and writing skills. Students ability to develop and support their argument is worth 60% of their overall test score.  | 25% |
| Quizzes | A chapter quiz comprising multiple choice questions will be given when chapter notes are due. Although this category is worth 0% on its own, it has a valuable incentive for students. If they earn 80% on the reading quiz, they will automatically earn 100% on the corresponding chapter quiz - excluding Stimulus based questions. | The purpose of these quizzes is to determine if students have gathered the most important information from each chapter. These quizzes prepare students for the upcoming chapter test and indicate the content from each chapter that is most difficult, which will be emphasized prior to the chapter test. | 20% |
| Exams/Tests | Exams are typically at the completion of each unit and will test students on their content knowledge, case analysis and critical thinking skills. There will be one test for each chapter and chapter tests will also include a portion of review questions from previous chapters. | This category is designed to assess students’ ability to ascertain and retain the most important content knowledge over time. Low scores in this category would suggest a need to try new study strategies.  | 25% |

**EXTRA CREDIT:** NONE

**GRADING SCALE: A = 95-100%** | A- = 90-94% | B+ = 87-89% | **B = 84-86%** | B- = 80-83% | C+ = 77-79% | **C = 74-76%** | C- = 70-73% | D+ = 67-69% | **D = 64-66%** | D- = 60-63% | F = <59%

**COURSE OUTLINE**

***I. Approaches and History***

 A. Logic, Philosophy and the History of Science

 B. Approaches

 1. Biological

 2. Behavioral

 3. Cognitive

 4. Humanistic

 5. Psychodynamic

Activities that maybe applied: “This Day in Psychology,” nature vs nurture debate, and APA

***II. Research Methods***

 A. Experimental, Correlational and Clinical Research

 B. Statistics

 1. Descriptive

 2. Inferential

 C. Ethics in Research

**Possible Activities**: PsychSim 6: Psychology's Timeline, Article over unethical treatment at Tuskegee, *PsychSim 6: Statistics: Correlation*, *M&M's Sampling Demonstration*

***III. Biological Bases of Behavior***

 A. Physiological Techniques

 B. Neuroanatomy

 C. Functional Organization of the Nervous System

 D. Neural Transmission

 E. Endocrine System

 F. Genetics

**Possible Activities**: *PsychSim 6: Neural Messages, Neural Transmission, PsychSim 6: Brain and Behavior, Build a Brain, Neuron role play*

***IV. Sensation and Perception***

 A. Thresholds

 B. Sensory Mechanisms

 C. Receptor Processes

 D. Sensory Adaptation

 E. Attention

 F. Perceptual Processes

**Possible Activities**: *PsychSim 6: Colorful World, Two Point Thresholds, PsychSim 6: The Auditory System, Mapping Your Tongue*

***V. States of Consciousness***

 A. Sleep and Dreaming

 B. Hypnosis

 C. Psychoactive Drugs

**Possible Activities**: *PsychSim 6: EEG and Sleep Stages, Epworth Sleepiness Scale, Attitudes Toward*

*Hypnosis Scale, PsychSim 6: Your Mind on Drugs, Dream Journals*

***VI. Learning***

 A. Biological Factors

 B. Classical Conditioning

 C. Operant Conditioning

 D. Cognitive Processes in Learning

**Possible Activities**: *PsychSim 6: Classical Conditioning, Jaws Music, Reinforcement Schedules Activity, TV Episode: The Office: Jim Conditions Dwight, Bandura's Bobo Doll Experiment video*

***VII. Cognition***

 A. Memory

 B. Language

 C. Thinking

 D. Problem Solving and Creativity

**Possible Activities**: *PsychSim 6: Iconic Memory, PsychSim 6: Trusting Your Memory, Remembering the Seven Dwarfs, The Tower of Hanoi Problem, Create a Mental Model, Classroom Exercise: Doublespeak, Fear Factor*

***VIII. Motivation and Emotion***

 A. Biological Bases

 B. Theories of Motivation

 C. Hunger, Thirst, Sex and Pain

 D. Social Motives

 E. Theories of Emotion

**Possible Activities**: *Sensation Seeking Scale, The Meaning in Life Questionnaire, PsychSim 6: Hunger classroom Exercise: The Sexual Opinion Survey , Fear of Negative Evaluation Scale, The Mood Awareness Scale, PsychSim 6: Catching Liars*

***IX. Developmental Psychology***

 A. Life Span Approach

 B. Research Methods

 1. Longitudinal

 2. Cross-sectional

 C. Heredity Environmental Issues

 D. Developmental Theories

 E. Dimensions of Development

 1. Physical

 2. Cognitive

 3. Social

 4. Moral

 F. Sex Roles, Sex Differences

**Possible Activities**: *PsychSim 6: Mindreading Monkeys, PsychSim 6: Dating and Mating, Musk Lifesavers*

***X. Personality***

 A. Personality Theories and Approaches

 B. Research Methods

 C. Assessment Techniques

 D. Self-concept, Self-esteem

 E. Growth and Adjustment

 F. Conflict

 G. Stress

**Possible Activities**: *Defense Mechanism Miniskits, Perceived Self Versus Ideal Self, "Big Five" Inventories, PsychSim 6: Helplessly Hoping, Public and Private Self-consciousness*

***XI. Testing and Individual Differences***

 A. Standardization and Norms

 B. Reliability and Validity

 C. Types of Tests

 D. Ethics and Standards in Testing

 E. Intelligence

 F. Heredity/Environmental and Intelligence

 G. Human Diversity

**Possible Activities**: *PsychSim 6: Get Smart, "Reading the Mind in the Eyes" Test: Sample Items, Classroom Exercise: Culture Biased and Culture Fair Tests*

***XII. Abnormal Psychology***

 A. Definitions of Abnormality

 B. Theories of Psychopathology

 C. Diagnosis of Psychopathology

 D. Anxiety Disorders

 E. Somatoform Disorders

 F. Mood Disorders

 G. Schizophrenic Disorders

 H. Organic Disorders

 I. Personality Disorders

**Possible Activities**: *Adult ADHD Screening Test, PsychSim 6: Mystery Client, Penn State Worry Questionnaire, The Automatic Thoughts Questionnaire, PsychSim 6: Losing Touch With Reality*

***XIII. Treatment of Psychological Disorders***

 A. Treatment Approaches

 1. Insight Therapies: Psychodynamic/Phenomenological Approaches

 2. Behavioral Approaches

 3. Cognitive Approaches

 4. Biological Therapies

 B. Modes of Therapy (e.g., individual, group)

 C. Community and Preventative Approaches

**Possible Activities**: *The Self Concealment Scale, PsychSim 6: Computer Therapist, Frequency of Self Reinforcement Questionnaire, PsychSim 6: Mystery Therapist*

***XIV. Social Psychology***

 A. Group Dynamics

 B. Attribution Processes

 C. Interpersonal Perception

 D. Conformity, Compliance and Obedience

 E. Attitudes and Attitude Change

 F. Organization Behavior

 G. Aggression/Antisocial Behavior

**Possible Activities**: *Student Project: Violating a Social Norm, The Minding Scale, PsychSim 6: Social Decision Making, Classroom Exercises: Using Personal Ads to Teach Interpersonal Attraction*

**FINAL EXAM:** Thursday, December 1, 2022

**INSTITUTIONAL POLICIES**

***ADA POLICY:*** *If a student wishes to be identified as having a physical, mental, or learning disability, that may or may not require reasonable accommodation(s), he/she must register with the Office of Accessibility.  These registered students should identify themselves to their instructors and provide a written statement from the Accessibility Office that indicates the appropriate accommodations.  The process of a student self-proclaiming the need for accommodation should occur as early in the semester as possible.  The Office of Accessibility phone is 245-7339 and is located in Rhodes Hall, Room 116, University of Rio Grande.*

***FERPA:*** The University of Rio Grande and Rio Grande Community College are committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA).  These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed.  Under FERPA, students have the right to file a complaint with the US Department of Education concerning alleged failures to comply with FERPA.  Please see the Student Records Confidentiality/Rights Under FERPA section of the Student Handbook for details and more information.

**MENTAL HEALTH STATEMENT**: As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing.  Contact the office of Accessibility (740-245-7439) to learn more about the confidential mental health services available to you.

Ohio Hopeline (Center for Suicide Awareness): **Text “hopeline” to 741741 for immediate crisis counselling.**

***INCOMPLETE POLICY:*** *Incompletes will only be granted for extenuating circumstances, such as illness, accident, etc. which will prevent the student from completing the course; an incomplete grade cannot be given to avoid a failing grade in the course. To apply for an incomplete, contact the Office of the Registrar. There is a $70 fee for incompletes (may be waived in certain circumstances).*

***ACADEMIC DISHONESTY:*** *Standard university**policies, as described in the Student Handbook, apply.*

***WITHDRAWAL:*** *Standard university**policies, as described in the Student Handbook, apply. Deadlines are listed on the campus website.*

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