

**General Psychology 201A**  
**Syllabus**

PCC, Cascade Campus, Fall 2006

This syllabus is a written contract between each student and myself, your instructor. Please read it carefully and ask me if anything needs further clarification. If you decide to take this course, it means that you have thoroughly read the syllabus and accepted the requirements for the course as stated in the syllabus.

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**Required Textbook**

Myers, D. (2006) Psychology. New York, NY: Worth Publishers

**Notes :** <http://web.pdx.edu/~tatiana>

**Course description**

Psy 201A is the first part of the two-part course in general psychology. It covers the following topics:

- 1) history of psychology and different fields within the discipline,
- 2) research methods psychologists use to study human behavior and experiences,
- 3) effects of biological processes on behavior,
- 4) human development,
- 5) sensation and perception,
- 6) sleep, dreams, hypnosis, and effects of drugs on behavior,
- 7) learning
- 8) memory
- 9) language and thinking

Introduction to Psychology meets the multicultural intensive; diversity issues will be woven throughout the course in readings, discussions, and assignments.

**Course Objectives**      After completing this course the students will:

1. Become familiar with some major topics and issues in psychology.
2. Obtain an understanding of the basic scientific methods used in psychological research.
3. Have enhanced ability to think critically about course material and its application to the “real world.”

**Class Requirements:**

- Quiz 1: Introduction & Ch 1      (5pts)
- Quiz 2: Ch 3, 4, 5, & 6      (10pts)
- Quiz 3: Ch 2      (10pts)
- Quiz 4: Ch 7, 8, 9 & 10      (30pts)
- Service-Learning Project      (25pts)
- Wrap up Paper      (5pts)
- Textbook Journal  
(TJ): Ch 3, 4, & 5      (5pts each, 15 pts total)

**Grades:**      Total: 100 points

|        |   |
|--------|---|
| 90-100 | A |
| 80-89  | B |
| 70-79  | C |
| 60-69  | D |
| 59-    | F |

**COURSE SCHEDULE** (Note: the schedule is open to change throughout the term)

| <b>Date</b>        | <b>Topic</b>   | <b>Due</b>  |
|--------------------|--|---|
| <b>Week 1</b>      |  |   |
| 9/25               | <b>Introduction: The story of Psychology</b> History of psychology What Psychologists do             |   |
| 9/27               | <b>Ch 1. Thinking Critically with Psychological Science</b> Scientific Methodology                   |   |
| <b>Week 2</b>      |  |   |
| 10/2               | Research designs, Ethics in Research   |   |
| 10/4               | <b>Ch 3: Nature, Nurture, and Human Diversity</b> .....Select an Agency for Service-Learning Project |   |
| <b>Week 3</b>      |  |   |
| 10/9               | Genes, Evolutionary Theory, Hormones & Behavior.....   | <b>QUIZ 1: Introduction &amp; Ch 1</b>                                  |
| 10/11              | <b>Chapter 4: Developing Through the Life Span</b> .....   | <b>TJ Ch 3 (3topics not covered in class)</b>                           |
| <b>Week 4</b>      |  |   |
| 10/16              | Infancy .....  | <b>TJ reviews Ch 3; Contact the Agency for Service-Learning Project</b> |
| 10/18              | Childhood, Adolescence .....   | <b>TJ Ch 4 (adulthood)</b>  |
| <b>Week 5</b>      |  |   |
| 10/23              | <b>Chapter 5: Sensation</b> Vision, Touch .....  | <b>TJ reviews Ch 4</b>  |
| 10/25              | <b>Chapter 6: Perception</b> Perceptual Illusions .....  | <b>TJ Ch 5 (smell, taste, hearing)</b>                                  |
| <b>Week 6</b>      |  |   |
| 10/30              | <b>Ch 2: Neuroscience and Behavior</b> Neurons .....   | <b>QUIZ 2: Ch 3, 4, 5 &amp; 6; TJ reviews Ch 5</b>                      |
| 11/1               | Brain: Structure & Function.....   | <b>Service-Learning Project</b>   |
| <b>Week 7</b>      |  |   |
| 11/6               | Brain: Structure & Function.....   | <b>Service-Learning Project</b>   |
| 11/8               | Brain: Structure & Function.....   | <b>Service-Learning Project</b>   |
| <b>Week 8</b>      |  |   |
| 11/13              | <b>Chapter 7: States of Consciousness</b> Sleep, Dreams.....   | <b>QUIZ 3: Ch 2</b>   |
| 11/15              | Hypnosis, Drugs & their Effects on Behavior.....   | <b>Service-Learning Project</b>   |
| <b>Week 9</b>      |  |   |
| 11/20              | <b>Chapter 8: Learning</b> Classical Conditioning .....  |   |
| 11/22              | Operant Conditioning.....  | <b>Punishment Debate; Service-Learning Project</b>                      |
| <b>Week 10</b>     |  |   |
| 11/27              | <b>Chapter 9: Memory</b> Types of Memory .....   | <b>Service-Learning Project</b>   |
| 11/29              | Memory Improvement, Problems with Memory.....  | <b>Service-Learning Project</b>   |
| <b>Week 11</b>     |  |   |
| 12/4               | <b>Chapter 10: Thinking and Language</b> Language.....   | <b>Service-Learning Project</b>   |
| 12/6               | Thinking.....  | <b>QUIZ 4: Ch 7, 8, 9 &amp; 10</b>                                      |
| <b>Finals Week</b> |  |   |
| 12/11              | .....  | <b>Service-Learning Project; Wrap up Paper</b>                          |

## EVALUATION

### 1. In-class Quizzes

|       |                             |         |
|-------|-----------------------------|---------|
| 10/9  | Quiz 1: Introduction & Ch 1 | (5pts)  |
| 10/30 | Quiz 2: Ch 3, 4, 5, & 6     | (10pts) |
| 11/13 | Quiz 3: Ch 2                | (10pts) |
| 12/6  | Quiz 4: Ch 7, 8, 9 & 10     | (30pts) |

Quizzes consist of multiple choice questions. All questions will be based on the material discussed in class. **Be on time on quiz days.** If you miss a quiz there will be **no opportunity for makeup.** **You will need a #2 pencil & a scantron form #882.**

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### 2. Textbook Journal (TJ) (5pts each, 15 pts total)

|             |  |
|-------------|--|
| 10/11-10/16 | TJ: Ch 3 (any 3 topics not covered in class) |
| 10/18-10/23 | TJ: Ch 4 (3 topics on adulthood)             |
| 10/25-10/30 | TJ: Ch 5 (smell, taste, hearing)             |

Because we will not cover all the information from our textbook in class, students are encouraged to read carefully every chapter and keep a journal. Textbook journal is a typed, single-spaced, one page minimum (more than one page is OK) paper.

TJ should include reflection on at least **three topics** of your choice that were **NOT COVERED IN CLASS** (it is OK to reflect on more than three topics).

- Each topic should be clearly designated in your paper
- Include explanations of concepts, theories, or issues included in the topic
- Did you share the author's point of view? Why?
- Your thoughts, opinions and relevance of the material to your own life
- Is your response based on your own experience, knowledge, values, or beliefs?
- Did you have any emotional reactions to the material, e.g., Warmth? Anger? Hurt? Appreciation? Others? Why?
- Look at the content as it relates to your goals in this class, does the material stimulate you? Is it valid? Reliable? Important?
- Please do NOT include a review of the material generally. This is not a book report.

All journals will be collected in class, no e-mails. You have to bring 2 copies of TJ on the days that they are due.

A valuable part of the assignment is PEER FEEDBACK. The opportunity to read a classmate's reaction journal presents the material to you in a new way. Every student will hand in his/her journal to another classmate for reading and feedback. The journal will be taken home and returned the next class period.

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### 3. Service-Learning Project (25pts) General information on Service-Learning [www.pcc.edu/servicelearning](http://www.pcc.edu/servicelearning)

*"Education without social action is a one-sided value because it has no true power potential. Social action without education is a weak expression of pure energy."* Martin Luther King Jr.

Often the deepest learning is accomplished through EXPERIENCE. The concept of service-learning connects teaching, learning and research in a vital new way, called active practice. The goal of the service-learning assignment is to facilitate the process of giving of yourself in a setting which is DIVERSE from your normal realms of experience and enhance the academic learning or the course curriculum through the community service. Another benefit of service learning is the insight you may gain into yourself and others as you explore unique territory. In addition, you may find your sense of interconnectedness with others is strengthened. By participating in a community setting, you will be able

to obtain insights that are not possible by reading the textbook. Students who participated in service-learning reported that it was one of the most important experiences in college; many students made career decisions based on their experiences in the community, perhaps it will be meaningful for you.

**Your task is:**

I. Complete a minimum of TEN hours of service in the community during the semester. I have selected a variety of community-based organizations who will work with you to make the experience meaningful. They include:

1. Children's Cancer Association
2. Community Action, Hillsboro Family Shelter
3. Ecumenical Ministries of Oregon
4. Edgewood Downs
5. FISH Emergency Services
6. Goose Hollow Family Shelter
7. IRCO
8. Insights Teen Parent Program
9. Human Solutions
10. Housing Authority of Portland

I will provide detailed information on the agencies, their location, and how to contact them. Some of you may choose to contact an agency by themselves, others may prefer to work with other students as a group.

By October 4 every student should select an agency for Service-Learning Project.

By October 16 every student should contact the agency and set up an initial visit.

The quality of your service to the agency is so unimportant that it will be considered in your grade on this assignment. Issues such as attitude, punctuality, dedication, and notification to the agency, if you cannot keep a specific commitment to be there will be reported by your supervisor. If there are any problems that arise for you during this service, please talk to your supervisor and/or me. Also if any problems regarding the quality of your work occur, the supervisor will contact me. Throughout the semester you will be asked in class for brief feedback on the service-learning experience.

II. Collect a signed form (*print from [www.pcc.edu/servicelearning](http://www.pcc.edu/servicelearning)*) that verifies your minimum volunteer hours. This verification will also include comments regarding the value of your work.

III. Prepare a thank you letter to the agency. Include in this letter: appreciation for their help with this assignment, specific strengths and weaknesses of the experience, some comments as to the ways the service-learning experience related to the course and the overall benefits of the experience.

IV. Write a 3-5 page **Service-Learning Project Paper (due on 12/11)** which will include

a) *Service Description:* Where the assignment was completed and the basis (WHY) for its selection. Some information regarding the HISTORY of the agency is appropriate in this section. Also consider what SOCIAL PROBLEM(s) the agency is working on and the specific INTERVENTIONS they use.

b) *Reactions:* In the context of self-exploration and self-discovery, complete a description of your FEELINGS, OBSERVATIONS, PERSONAL VALUES, ATTITUDES and even ETHICAL ISSUES related to the experience. You may consider your reactions to being at the site that is diverse from your normal experiences, any shifts in your attitude, as well as your INTENTIONS upon completing the assignment

c) *Relation to Course Content:* A DEPTH analysis of the experience in relation to at least FIVE SPECIFIC PRINCIPLES and CONCEPTS of the material that was covered in *Chapter 3: Nature, Nurture, and Human Diversity* *Chapter 4: Developing Through the Life Span*, and *Chapter 6: Perception*. Students have to identify specific elements from lecture, text, discussion, videos which are amplified by your community service. The goal of this section is to illustrate that the accomplishment of service enhances your academic study and learning.

V. Participate in a group discussion of the Learning Project on December 11.

## IT MAY BE USEFUL

- Use a notebook to jot down your experiences after each visit to your site.
  - Ask questions at your site if you are confused.
  - After participating in your first meeting or visit, what is something that surprised or interested you?
  - Think about your goals for the semester. What do you hope to learn by being in the community? What do you think you will be able to contribute to the people at the community site?
  - Select some experiences from your service setting and explain how they helped you to gain a better understanding of course material. Use concrete examples and try to be as specific as possible.
  - What are possible ways that information from introduction to psychology could be applied to the setting? Use concrete examples and try to be as specific as possible.
  - Describe an incident or situation that presented a problem of some type or left a lasting impression on you. For example, seeing a person in a totally different way because of something that happened, seeing yourself in a new way because of a conversation or discussion with others. Maybe the event was dramatic or maybe it was a simple exchange during a daily routine.
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### ***4. Wrap up Paper (5 pts due on 12/11)***

The focus of this assignment is an overall reflection of what the course has been for you. Write a paper answering these questions

- What information/experiences from the course meant the most to you (be specific)?
- What challenged you, stretched your mind?
- What information or an aspect of the class touched you emotionally?
- In five or more years from now what will you still remember from the class?
- Will your relationship with others be different? How?
- Is your feeling about yourself different? Are you different as a person 'in some way? How?

## **OTHER COURSE POLICIES**

### ***Attendance***

Class attendance is expected. All classroom activities are heavily oriented to visual presentation and discussion, and these experiences cannot be made up. Attendance is required for successful completion of this course.

### ***Classroom Atmosphere***

Throughout the course, we will have discussions in which students are expected to reflect on class material. Participation in class discussions are encouraged and supported. Any true discussion involves personal exposure and thus the taking of risks. We ask that confidentiality be practiced if students choose to share personal information. Differences of opinion in any given discussion are welcome, as they provoke us to re-examine our ideas. Your ideas may not jibe with your neighbors'. Yet as long as your points are honest and supportable, they need to be respected by all of us in the classroom.

**Note:** Talk to the instructor as soon as you experience difficulty understanding the material or have any concerns about your academic progress in this class.