

COURSE OUTLINE

Psychology 1 -- Introduction to Psychology  
Course meets on Fridays from 11:00 a.m. - 1:50 p.m.  
Located in Building T, Room T1311  
Class Number: 30168

CLASS INFORMATION

Last day to add with petition number is Sunday, January 29, 2012.  
Withdrawal deadline without grade of "W" is Sunday, January 29, 2012.  
WITHDRAWAL DEADLINE WITH "W" IS SUNDAY, APRIL 22, 2012.

COURSE GOALS

There are several goals which we shall try to achieve in this course:

1. To gain a broad-based knowledge of the field of Psychology as an academic and practical discipline, including a basic familiarity of the facts and theories of all major subfields of psychology (see the semester schedule below).
2. To develop an understanding of Psychology as a science, and how its theories and knowledge are rooted in scientific methods.
3. To become a "critical consumer" of Psychology:
  - a. To recognize both strengths and weaknesses in psychological thinking and research.
  - b. To appreciate the diversity of opinion within the many subfields of Psychology.
  - c. To realize the extent to which Psychological principles and research are culturally relative -- in many cases they are completely dependent on the culture which generated them (usually so-called "Western" culture), and not necessarily applicable to other societies.
  - d. To understand the scientific and human values which underlie Psychology, and the ethical dilemmas which Psychologists sometimes face.
4. To be able to use and apply one's knowledge of Psychology to practical, everyday situations, including events which students themselves encounter in their own lives.

Each of these goals will be made explicit on several occasions during the course of the semester, and will implicitly guide the course throughout the semester. The class will be taught through lectures and class discussions, with occasional use of class demonstrations and films. All students are encouraged to participate in class discussions and to ask questions; the class is most enjoyable when it is interactive. Additional course goals are listed on the following page.

The Psychology Department also includes as goals that by the end of the semester, students should be able to:

1. Describe the historical development of the field of psychology from its roots in philosophy to its emergence as a behavioral science.
2. Explain the basic elements of the scientific method as well as the design of a simple experiment.
3. Distinguish among different research strategies used by psychologists to develop a reliable body of knowledge about human beings.
4. Describe the links between a person's mental state and physical health.
5. Comprehend basic psychological and physical milestones in the growth and maturation of human beings.
6. Identify and describe three learning paradigms: classical conditioning, operant conditioning, and social/observational learning.
7. Identify and differentiate the following mental processes: sensation, perception, motivation, emotion, thinking, and memory.
8. Compare and contrast different treatment approaches to treating mental disorders and other psychological problems.
9. Explain core research findings that show how individuals are influenced by the presence of others.
10. Identify a variety of cross-cultural differences in human behavior.
11. Debate the relative contributions of heredity and the environment to personality.
12. Demonstrate comprehension of the necessary background information needed for subsequent courses in psychology.
13. State the basic assumptions underlying each major school of psychological thought.
14. Identify contemporary theories of personality as well as their strengths and weaknesses.
15. Identify the most common methods of personality assessment and their limitations.

## REQUIRED TEXT

Introduction to Psychology: Gateways to Mind and Behavior (12th ed.),  
by Dennis Coon & John O. Mitterer. Belmont, CA: Wadsworth, 2010.  
ISBN-13: 978-0-495-59911-1

## STUDY GUIDE (RECOMMENDED BUT OPTIONAL)

Study Guide for Introduction to Psychology: Gateways to Mind and Behavior  
(12th ed.) by Dennis Coon & John O. Mitterer. Prepared by Jori H.  
Reijonen. Belmont, CA: Wadsworth, 2010. ISBN-13: 978-0-495-80429-1

## LECTURE OUTLINES

A packet containing outlines of the lectures for the entire semester have been sent to you by email. You are expected to print out and bring to each class the appropriate outline page(s) for that class. The outlines (and this syllabus) are also available on reserve at the library or at <http://de.lbcc.edu/e-courses/webenhanced/psych.html>. The website can also be accessed at <http://www.lbcc.edu>, then click on Distance Learning link, then choose the red "DL Class Schedule" button, followed by the "Web Enhanced Courses and Syllaweb" option, and finally choose the link for Psychology.

## WITHDRAWAL POLICY

The instructor will not drop any student who attends at least one class. Any student who wishes to withdraw must do so herself/himself.

## EXAMS

There will be four multiple-choice exams. Each exam will have 75 multiple-choice questions and be worth 75 points. No multiple-choice exam will be cumulative. For each exam, a Grade Master Scantron form #27800 is required. A #2 pencil is required for each exam. All exams are closed book, closed notes.

## TAKE-HOME ESSAYS

Every student is required to write two essay exams for this class. They should be no more than 2 typed, double-spaced pages long. The essays are due at the end of class on **Friday, March 30** and **Friday, May 4** (late papers will have points deducted) and are each worth 25 points toward the grade. This assignment is described in more detail on pp. 7-9 of this outline.

## EXTRA CREDIT

Students can earn up to 15 extra credit points by reading articles from Psychology Today or other psychological publications and writing 1-page papers describing the research and/or the articles. Three points will be awarded for each of up to five extra credit assignments. The last day to turn in extra-credit papers is **Friday, May 11**. This assignment is described in more detail on p. 10 of this outline.

## GRADES

The final grade will be based on the cumulative point total of all exams and essays. The minimum point total cutoffs for grades will be no higher than as follows: 84% = A, 72% = B, 60% = C, 50% = D. The cutoffs may be somewhat lower, depending on the performance of the class. Class attendance and participation are not formally considered in grading, but will be considered in deciding borderline grades.

## MAKE-UP EXAMS

There will be NO make-up exams unless you have a LEGITIMATE reason for missing an exam, VERIFIED IN WRITING, such as a valid medical excuse signed by a doctor, or a work-related note signed by your supervisor. In the event that a make-up exam is deemed appropriate, it will not be given later than one week following the scheduled exam. If you have a verified, legitimate reason for missing an exam, and a make-up exam is impractical or inappropriate, your final grade will be determined by the other three exams. If you miss an exam, please discuss the matter with the instructor IMMEDIATELY. If you email him at **agcohen@cyberverse.com**, he will respond as soon as possible. If you know in advance that you will have to miss an exam, please contact the instructor as soon as possible so that alternative arrangements can be made. The final exam is MANDATORY.

## POLICY ON ACADEMIC DISHONESTY

Any student caught cheating on an exam will get a score of zero on that exam, and is subject to further disciplinary action.

## OFFICE HOURS

The instructor will usually be available to discuss Psychology and answer questions about the text, lectures, exams, papers, and generally shoot the breeze on Mondays and Wednesdays from 12:15 - 12:30 p.m. and 1:45 p.m. - 2:00 p.m., on Fridays from 10:45 - 11:00 a.m. and 1:50 - 2:00 p.m., and by appointment. The instructor's office is T2322 - T2323 - T2324. Please do not leave papers on a desk in the office or under the office door as the instructor may not get them. The instructor's e-mail address is **agcohen@cyberverse.com**.

TENTATIVE SEMESTER SCHEDULE

	<u>Assigned Reading</u>	<u>Lecture Topic</u>
<u>Week 1</u> January 13	Chapter 1	The Field of Psychology Research Methods
<u>Week 2</u> January 20	Chapter 2 Chapter 6, pp. 448-450 (Biofeedback)	Physiological Psychology States of Consciousness
<u>Week 3</u> January 27	Chapter 7	Learning Theory
<u>Week 4</u> February 3	Chapter 8 Chapter 4, pp. 172-175 (Extrasensory Perception)	Memory Sensation
<u>Week 5</u> <b>February 10</b>	Chapter 5 <b>MID-TERM EXAM on Chapters 1, 2, 6, 7, 8, pp. 448-450, and lectures of January 13 - February 3 (Memory).</b>	Perception
<u>Week 6</u> <b>February 17</b>	<b>LINCOLN'S BIRTHDAY</b>	<b>NO CLASS</b>
<u>Week 7</u> February 24	Chapter 9	Thinking and Intelligence
<u>Week 8</u> March 2	Chapter 10, p. 198 (Sensory Deprivation), pp. 409-410 (Maslow and Self-Actualization), p. 557 (Need for Affiliation) Chapter 3	Motivation and Emotion Developmental Psychology
<u>Week 9</u> March 9	Chapter 3 Chapter 12 (pp. 398-404), pp. 440-442 (Psychological Defense)	Developmental Psychology Personality Theory
<u>Week 10</u> <b>March 16</b>	Chapter 12 <b>MID-TERM EXAM on Chapters 3, 4, 5, 9, 10, pp. 198, 409-410, 557, and lectures of February 3 (Sensation) - March 9 (Developmental Psychology).</b>	Personality Theory

TENTATIVE SEMESTER SCHEDULE, continued

	<u>Assigned Reading</u>	<u>Lecture Topic</u>
<u>Week 11</u> March 23	Chapter 13 Chapter 14	Stress and Conflict Abnormal Psychology
<u>Week 12</u> March 30	Chapter 14 pp. 442-445 (Learned Helplessness and Depression) Chapter 15	Abnormal Psychology Psychotherapy
<b>March 30</b>	<b>FIRST ESSAY DUE FRIDAY, MARCH 30.</b>	
<u>Week 13</u> April 6	Chapter 15, pp. 247-248 (Behavioral Self-Management), p. 329 (Behavioral Dieting)	Psychotherapy
<b>April 13</b>	<b>SPRING BREAK</b>	<b>NO CLASS</b>
<u>Week 14</u> <b>April 20</b>	Chapter 11 <b>MID-TERM EXAM on Chapters 12, 13, 14, 15, pp. 247-248, 329, and lectures of March 9 (Personality Theory) - April 6.</b>	Sex and Gender
<u>Week 15</u> April 27	Chapter 11 Chapter 16	Sex and Gender Social Psychology
<u>Week 16</u> May 4	Chapters 16, 17	Social Psychology
<b>May 4</b>	<b>SECOND ESSAY DUE FRIDAY, MAY 4.</b>	
<u>Week 17</u> May 11	Chapters 16, 17, Chapter 18	Social Psychology Applied Psychology
<b>May 11</b>	<b>LAST DAY TO TURN IN EXTRA CREDIT PAPERS.</b>	
<u>Week 18</u> <b>May 18</b>	<b>11:00 a.m. - 1:50 p.m. FINAL EXAM on Chapters 11, 16, 17, 18, and lectures of April 20 - May 11.</b>	

## TAKE-HOME THOUGHT ESSAYS

Every student is required to write two take-home essays for this course. Each one should be approximately 2 pages long, typed, double spaced, and they are each worth 25 points toward the grade. The first essay is due no later than at the end of class on **Friday, March 30**. The second essay is due no later than at the end of class on **Friday, May 4**. One point will be deducted for each class day an essay is late. No essay will be accepted after the final exam.

For each essay, select any one of the following questions. Try to answer the questions in a way which demonstrates BOTH a knowledge of the subject matter and the ability to apply this knowledge to the situation depicted in the question. **WARNING:** some students have a tendency to write stories concerning the scenarios in the questions without addressing the relevant facts or theories from psychology. To get credit, it is necessary to demonstrate knowledge of the relevant facts and/or theories.

Students should base their essays on information obtained from the textbook and lectures; any outside readings must be approved by the instructor in advance. While it is expected that students will obtain their information for the essays from the textbook and the lectures, **direct plagiarism of the text is not acceptable and will be penalized heavily.** Plagiarism includes the use of ANY sentence or part thereof (including definitions) which has obviously been copied from the text. Students are advised to write the essays with the text closed so as not to be tempted to plagiarize from it or to copy from it inadvertently.

Students are advised to keep duplicate copies of their essays and all other written materials.

Points will be assigned as follows:

Relevant facts about the topic -- 20 points

In general, I will be looking for at least four different pieces of factual information, although this may vary somewhat for each question. Be sure to define **in your own words** terms which are not part of everyday English.

Organization, integration of ideas,  
and ability to apply factual knowledge -- 5 points

1. You have been hired as a consultant for a new ride at a local theme park called "The Brainiac." On this ride, customers take a ride through the various parts of a huge replica of the human brain. Discuss some of the highlights of the ride.
2. Your neighbor, Mrs. Knownothing, has two children, Chris, age 5, and Shawn, age 15. Her general pattern of dealing with her children is through punishment; she slaps Chris for each tantrum and regularly grounds Shawn for staying out until 9:00 p.m. with friends. Is this likely to be effective? Discuss some of the possible consequences of such use of punishment and some other possible patterns of behavioral interaction.
3. You are trying to master the art of landscape painting. You want to make interesting images which invite the viewer to see peculiarities of depth and distance, and maybe even create some strange and impossible images. Discuss some of the psychological principles of perception which you might use.
4. Alison the Astronaut, who has just crash landed on the planet Sirius IV, has not had anything to eat or drink in several days. In addition, she has not spoken to a human being in many years, and the interior of her spaceship is so boring that you might mistake it for a sensory deprivation chamber. On the other hand, if she ever gets back to Earth safely, she will go down in history as the preeminent explorer, the "Christopher Columbus," of the 22nd century. Discuss some of Alison's motivations.
5. Robert is another student in one of your classes and he is very intelligent. What does this mean? What qualities does Robert possess? How do we know this? What causes Robert to be intelligent? Discuss intelligence and/or intelligence testing as it relates to your friend Robert.
6. You have been babysitting Angela and William for many years. You have watched them grow from infancy through childhood into adolescence. Discuss how they have changed over the years (and how they may change in the future if you wish), using your knowledge of developmental psychology. You may cite knowledge of physical maturation, language development, the theories of Piaget, Freud, Erikson, Kohlberg, or anything else you have learned about development. (You need not cite all of these aspects of development; pick an aspect or two of development that interests you.) As alternative, you may instead select a specific age in the life of Angela and/or William and discuss what s/he is going through at that age from several developmental perspectives.
7. Your friend Peter is 38 years old and has just learned that he has terminal cancer and will die within a year. What is Peter feeling, and how will he likely respond to this news. You may also discuss the reactions of friends and family members if you wish.

8. Carol has decided to seek out psychotherapy. While she appears to be getting along OK (she has a good job, seems to get along with her family, and has some friends), she feels that her life is falling apart. She is frequently nervous and anxious, she feels that everything is always going wrong at work or when she goes out on dates, and feels that she can't really communicate with her friends or family. Pick a major type of therapy (Psychoanalysis, Client-Centered, Rational-Emotive, Behavior Modification, or any other discussed in class or the text) and explain what the therapist thinks caused her problems and/or what techniques the therapist will use in treatment.
9. Richard is going crazy. He is hallucinating voices which are telling him that the Earth is being invaded by green men from outer space, and that it is his God-given mission to personally save the Earth. He also believes that the FBI has been infiltrated by the aliens, and they are out to get him. In addition, his speech is often nonsensical, and his gestures, facial expressions, and behaviors in general are quite strange. What is Richard's problem? How might it have come about? What is likely to be done about it?
10. Lisa and Jason have been a couple for several years. Recently, their sex life has been unsatisfactory. Pick a sexual disfunction or two which they may be experiencing, and describe it and the therapy or therapies which are likely to help. You may also discuss the sexual response cycle which Lisa and Jason go through while making love, and any other aspect of sexuality which is relevant.
11. Roger just turned 18 and is voting for the first time. He has joined the Progressive Conservative Party and thinks their candidate for Governor, the esteemed Boris B. Blowhard, is just the best. Discuss Roger's attitudes toward the Progressive Conservative Party and Boris Blowhard. Your discussion may include the components of these attitudes, how they were formed, and how Roger might be persuaded to change them by another candidate, Harriet H. Hollowhead of the Dynamic Inaction Party. (You need not address ALL these points; choose just one or two aspects of attitudes for your discussion.)

#### EXTRA CREDIT

Students can earn up to 15 extra credit points by reading full-length feature articles in psychological publications such as Psychology Today or in professional journals of psychology. (Full-length feature articles from [www.psychologytoday.com](http://www.psychologytoday.com) are also acceptable.) Students earn three points for each article read by submitting a typed 1-page paper outlining the basic ideas in the article, and may submit up to five extra credit assignments. Short articles (less than one full page long) are not acceptable. The paper should clearly refer to the specific article which was read (title of article, name, date, volume, and number of the periodical, and page numbers of the article, and website/links if taken from the Psychology Today website). These papers are due no later than the end of class on **Friday, May 11, 2012**.

Professional journals are publications used by psychologists to communicate research and theories to each other, and can be found at most academic research libraries. Professional journals include American Psychologist, Psychological Science, Psychological Review, Psychological Bulletin, and Annual Review of Psychology, as well as many others. The Los Angeles Times, Readers' Digest, and The National Enquirer are NOT psychological publications. If you are unsure as to what a psychological publication is or how to find one, consult with the instructor.

