



Spring Semester 2013
Jan. 7- Apr. 26
McDonald Building #103
Mon-Wed 4:00-5:14 pm

Psychology 1010-Course #24262 Sec 14

Course Description

General Psychology is a one semester course designed to expose and familiarize students with the basic concepts and principles of psychology and psychological investigation. Psychology is a vast field that investigates every aspect of behavior.

Textbook/Readings: *Psychology*. By Schacter, Gilbert, Wegner
1st Edition ISBN-13 #978-1-4292-3719-2 ISBN-10 #1-4292-3719-8

Instructor: *Mr. Steve Child*
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Office Hours: Mon. and Wed. and Fri. 1:00-2:00pm

My office hours are 1:00-2:00 pm Monday, Wednesday, and Friday in Room 201 of the McDonald Building. You may also schedule other times with me, if my office hours do not meet your schedule. A great way to get in touch with me is calling my cell phone or texting me on my cell phone. Call or text at any time during the day and evening until 10 pm. You may also contact me, using the above email address. Please allow me five days to respond to emails.

Course Objectives: There are six broad learning objectives for this course. All class activities (e.g. readings, lectures, exams, quizzes, etc.) are designed to help students meet, and/or assess their progress on, these objectives. By the end of this course, successful students will:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the field of psychology.
2. Understand and apply basic research methods in psychology
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
6. Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

Disability Statement: If you suspect or are aware that you have a disability that may affect your success in this course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516



Academic Honesty: Plagiarism, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an “F” for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings the results of which can include probation, suspension, expulsion, the assignment of HV (honors violation) to the student’s permanent transcript, etc.. While complete definitions are available in the course catalogue the following are particularly relevant to this course.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. Plagiarism also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Cheating: (a) depending on the aid of sources beyond those authorized by the instructor in writing papers...or carrying out other assignments; (b) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (c) submitting substantially the same work for credit in more than one class, except with prior approval from the instructor (recycling).



Grading: All students have the potential of earning an “A” in this class. Your graded assignments will be returned to you within one-three weeks. You will be graded according to the following point system:

Scored items	Point Totals	% of Grade
Ten Quizzes	200	39%
Midterm Exam	100	19%
Five Assignments	95	18%
Final Exam	100	19%
Participation	25	5%
	520 total	

A = 484 points and above	93% of the points possible	
A- = 468-483 points	90%	“
B+ = 452-467 points	87%	“
B = 432-451 points	83%	“
B- = 416-431 points	80%	“
C+ = 400-415 points	77%	“
C = 380-399 points	73%	“
C- = 364-379 points	70%	“
D+ = 348-363 points	67%	“
D = 328-347 points	63%	“
D- = 312-327 points	60%	“
F = 311 and below which is 59% or less of the total points possible.		

Quizzes and Tests/Assignments

- Students are expected to complete all of their assignments and exams as scheduled.
- Assignments will be returned within ten business days.
- **Late assignments** received after the due date, or **quizzes and tests that are taken after the class has taken them** may receive a penalty of minus 10% of the points possible. No penalty will be assessed if there is a Dixie State-endorsed exemption (e.g., death in the immediate family). The excuse needs to be accompanied by adequate documentation, such as a death certificate, a medical professional's valid written note that explains why the deadline was not met.
- **Points will not be lost**, if prior arrangements (a dated written response, or a voicemail) to the instructor were made before the deadline or before the test or quiz has been given in class.
- It is the responsibility of the student to ensure that submitted work is in a readable format. Work that is submitted via a file that is empty, unreadable, corrupted, or otherwise not grade-able prior to the deadline will not be graded and will be scored as 0.

Participation: You will have the opportunity to earn 25 points for participation in class discussions and for allowing others the same privilege. You could lose points for participation, by showing any “disrespect” to anyone in the class, by dominating class time, being tardy, absences, late assignments or not participating in group discussions. The offense will be acknowledged and points will be deducted. If you show any blatant “disrespect”, you will receive a zero for participation and will not be able to attend class resulting in an “F” grade. Also, at the end of the semester a complete evaluation of your participation will be conducted and a point total will be tallied.

There is a possibility that we may watch parts of movies in class. Please let me know beforehand, if you do not want to observe PG-13 movies or have particular topics that might be difficult to discuss.

<u>Dates of Class</u>	<u>Material Covered-Assignments</u>	<u>Test/Quiz/Due Dates</u>
Jan. 7, 9	#1-Evolution of Science	Jan. 14(Mon)
	Assignment #1 -Watch a movie <u>or</u> Comment on Reading on text	Jan. 16 (Wed.)
Jan. 14, 16, 23, 28, 30	#14-Psychological Disorders	Feb. 4 (Mon.)
No Class- Jan 21	Civil Rights Day	
Feb. 4, 6, 11	#15-Treat of Psych Disorders	Feb. 13 (Wed.)
	Assign #2 -Techniques in Therapy	Feb. 13 (Wed.)
Feb. 13, 20, 25	#13-Social Psychology	Feb. 27 (Wed.)
No Class- Feb 18	President's Day	
Feb. 27, Mar 4, 6	#2-Methods & #3-Neuroscience	Mar. 18 (Mon.)
No Class- Mar. 11-15	Spring Break	
	Assign #3 - Give a survey	Mar. 18 (Mon.)
Mar. 18	Midterm Review	
	Midterm Exam	Mar. 20 (Wed.)
Mar. 20, 25, 27	#5-Consciousness	Apr. 1 (Mon.)
Apr. 1, 3, 8	#6-Memory	Apr. 10 (Wed.)
	Assign #4 - Terms from the textbook not discussed in class	Apr. 15 (Mon.)
Apr. 10, 15	#7-Learning	Apr. 17 (Wed.)
Apr. 17	#11-Development	
Apr. 22	#12-Personality	
Apr. 24	#16-Stress and Health	Apr. 26 (Fri.)
	Assign #5 -Understanding Theory in Psychology	Apr. 24 (Wed.)
Fri. Apr. 26	Final Exam	2:30pm-4:30pm

Important DSC dates to remember

Mon, Jan. 7	Classwork starts
Thurs, Jan 10	Last day to wait list
Fri, Jan 11	Last day to add without a signature
Mon, Jan 14	Drop/Audit fee begins (\$10 per class)
Mon, Jan 21	Civil Rights Day (no classes)
Tue, Jan 22	\$50 Late registration/payment fee
Tues, Jan 29	Last day for refund
Tues, Jan 29	Pell Grant Census
Tues, Jan 29	Last day to drop without a "W" grade
Wed, Jan 30	Classes dropped for nonpayment
Fri, Feb 1	Last day to add/audit classes
Fri, Feb 1	Last day to apply for graduation
Mon, Feb 25	Midterm grades due
Mon-Fri, Mar 11-15	Spring break
Fri, Mar 1	Last day to drop individual classes
Fri, Mar 29	Last day for complete withdrawal
Wed, Apr 24	Last day of classes
Thur, Apr 25	Reading Day (No class)
Apr. 26,29,30 May1,2	Final exams

Assignments-Spring 2013

#1- Watch a Movie related to Psychology: (Worth 10 points) Watch a movie or documentary that is related to Psychology. Describe in one type written page, what you learned about principles in psychology. Be more descriptive about what you learned rather than summarizing the movie. Explain the movie generally in 3-4 sentences in the beginning of the paper. The bulk of the paper will explain how the movie related to culture and/or ethics, family values, societal norms or your own experiences in life.

Or

#1- Summarize a reading from the textbook (Worth 10 points)– In half a type written page, state in one to two sentences a concept from the textbook that interests you. Explain why they are interesting to you. Relate a story of your own experiences related to the psychological concept. You might also discuss your opinions on the research in the textbook.

#2-Diagnose and use 16 techniques for therapy: (Worth 25 points) This assignment will incorporate material from Chapters 14 and 15.

Part One; You will interview someone who has experienced a time when they have been or could have been diagnosed with a mental illness. He or she may have experienced depression, anxiety, divorce, a break up of a serious relationship or a traumatic event such as a car accident, war, a crime etc. They don't have to have had a mental illness. It is your job to prove that they had the illness or did not. It is as if you are the therapist and need to justify your diagnosis to the insurance company. You can diagnose a person from a movie. You can do this assignment with a partner. Put both of your names at the top of the paper. You will receive the same grade.

Your paper would be something like the following; Give a brief explanation of the problem saying: My parents experienced a divorce two years ago. I am assessing to see if my father experienced any depressive symptoms in the past or currently. He described experiencing depressive symptoms a year after the divorce.

1. **Depressed Mood**-He stated that he was irritable "more than usual" and cried "all the time"... "for at least two weeks".

2. **Reduced interest in activities**-He reported that he had not gone fishing all year long and he loves to fish.

3. **Loss of appetite/Loss of weight**-He reported that he did not lose any weight, but that it was hard to eat when he usually ate breakfast and dinner

Give a brief conclusion regarding your analysis.

Make sure that you include every symptom of the disorder. You will loose points if you do not include all the symptoms and why they did or did not have the symptom.

Part Two-Demonstrate doing 16 therapy techniques: Choose 16 of the 18 therapy techniques discussed in class. **I do not want you to actually do any technique or attempt to solve any real person's problem.** Demonstrate using the technique on the problem in part one. Show me as if you are a therapist. Do not tell me about the technique. Do not write the definition. Actually, show me the example of each technique. For instance, **Genuineness**-I would look her in the eye and sit on the edge of my seat as she cried about the sudden death of her uncle.

Here are the 18 techniques. Select 16 of them.

- 1-Biological Treatment
- 2-Free Association
- 3-Dream Analysis
- 4-Interpretation
- 5-Transference
- 6-Catharsis
- 7-Genuineness
- 8-Empathy
- 9-Unconditional Positive Regard

- 10-Clarification
- 12-Recording Automatic Thoughts
- 13-Refuting Negative Thinking
- 14-Homework Assignments
- 15-Conditioning
- 16-Aversive Therapy
- 17-Systematic Desensitization
- 18-Social Skills Training (Group Therapy)

Your paper would be something like the following:

Part Two: These are the 12 techniques that I have selected as a therapist to assist with the problem of depression (or whatever the problem is from part one)

1-Biological Treatment- I would have my friend go to his doctor to get on an antidepressant, such as Zoloft, which would increase the levels of Serotonin.

2-Dream Analysis- I would tell my friend that his dreams are his unconscious mind getting rid of the stress he experienced when he experienced the crash.

3-Interpretation- He is experiencing “flashbacks” because his mind does not want to experience the same trauma again.

The paper should be about 3 pages typed, double space. Write at a college level; organized, no spelling errors, and correct grammar.

#3-Give a Survey: (Worth 25 points) This assignment is designed to put you in the position of the professional. You will give a survey. You can do this assignment with a partner or in a group of three.

You will be graded on how similar your paper is to a journal article. For instance, divide the paper into six headings; **Abstract, Introduction, Method, Results, Discussion, and References.**

The Abstract is 3-4 sentence summary of the whole article. Make sure each part includes the necessary information. For instance, after the Abstract, the introduction is where your paper will begin. The introduction includes an overview of a problem, in one to two sentences or the answer to why the survey.

The introduction also contains pieces of other’s research, such as information from a textbook. You must include one reference from the textbook. In addition, the introduction contains the hypothesis.

The Method Section will include the questions in your survey and how, where, and to whom it was administered.

The Results Section may include a graph or a clear presentation of the numbers, answers, and quotes obtained from the people that you surveyed. In this section, do not use your own opinion. State only the results. You do not need to include a statistical analysis in this section, as the professional journals.

The Discussion Section should include your own personal discoveries, possibly what others have discovered, any problems with your survey or any conclusions. Include in the discussion section the terms **Sample Bias** and **Distortions in Self-Report**. Please, write the terms in bold font.

Make the paper two to three pages, typed, and double spaced. You will be graded on the organization, clarity, correct grammar, word spelling and sentence structure. You and your partner(s) will receive the same grade.

#4-Terms from the textbook not discussed in class : (Worth 10 points) Choose ten terms or concepts from the textbook that are not listed on the Midterm or Final Exam Study Guide. The terms can be related to each other or completely unrelated. List the term. You can write the definition, but writing the definition is not a requirement. Give a short narrative of the practical application of the term. You can do this by writing a personal experience, telling about someone you know, explaining the usefulness of the knowledge, or describing how people use the knowledge in their career, in their family, or in society. Write in your own words. The explanation following the

term should be 5-10 sentences. The objective is for you to apply the terms to what you already know, as well as to increase your exposure to other parts of Psychology that may not be discussed in class. Your paper should be about 1-2 pages, typed, college level writing.

#5-Understanding theory in Psychology: (Worth 25 points) The purpose of this assignment is to increase insight into different theories. You will identify examples of the following theories; Erikson's eight stages of development, Piaget's four stages of cognitive development, Kohlberg's six stages of moral reasoning, Maslow's Hierarchy of Needs, Freud's Id, Ego, and the Super Ego and each of the following defense mechanisms; Repression, Projection, Displacement, Reaction Formation, Regression, Rationalization, Identification, Sublimation, Denial. You can do this assignment with a partner. Put both of your names at the top of the paper. You will both receive the same grade.

Follow this format below:

Erikson-Stages of Psychosocial Development

Trust vs. Mistrust- As a baby, my little brother was fed, changed, and interacted with in a positive way. He is secure in his relationships as a teen, and can establish trust with peers.

Autonomy vs Shame and Doubt- At a preschool, I saw a child that sat and didn't play with the other children. At times, he would be very clingy to adults, that he didn't even know. He would rarely venture off to play. He is experiencing shame and doubt.

Kolberg- Six stages of moral reasoning

- 1. Stage 1-Preconventional Moral Reasoning-** Joe only thought that "drinking was wrong" because the police arrested him.
- 2.** and so on

The paper should be about 3 pages typed, double space. Do not include the definitions. Write at a college level; organized, no spelling errors, and correct grammar.