

**Psychology 1010**  
**Dixie State College**

Fall Semester 2011

Aug. 22- Dec. 16

Mon, Wed, Fri 11:00-11:50 am or 12:00-12:50 pm

**Instructor: Mr. Steve Child**

**Cell Phone Number: 435-890-8189**

**Email Address: [schild@dixie.edu](mailto:schild@dixie.edu)**

I do not have office hours, but I welcome your questions and correspondence. I am available 10 minutes before and after class. I will accept appointments. You could speak to me at any time during the day and evening until 10 pm, via my cell phone. You may also contact me, using the above email address. Please allow me three days to respond to emails.

**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.

**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.

**Textbook/Readings:** Psychology. By Schacter, Gilbert, Wegner

1st Edition ISBN-13 #978-1-4292-3719-2 ISBN-10 #1-4292-3719-8

**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:

**Quizzes- Ten Total = 200 points – 39% of your grade**  
**Midterm Exam = 100 points – 19 % of your grade**  
**Four Large Assignments = 100 points – 19% of your grade**  
**Final Exam = 100 points – 19% of your grade**  
**Participation = 20 points - 4% of your grade**  
**Total Points = 520 points**

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

**Accommodations:** Please let me know if there is any reasonable need for special accommodations in this class, as soon as possible. Medical proof of the need for accommodations will need to be provided to the Disability Resource Center.

**Participation:** You will have the opportunity to earn 20 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, 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.

**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. (see section VI-1 of the Code of Policies and Procedures for Students at Utah State University). While complete definitions are available in the course catalogue (p. 21) 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).

**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.

Also note that 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.

Plan ahead, using the following dates on which quizzes and exams will be given.

<u>Date</u>	<u>Assignment</u>	<u>Test/Quiz/Assignment Due</u>
Aug. 22, 23, 26, 29	Read: Chapter 1, Evolution of Science	Aug. 31-Wed.
Aug. 31, Sept. 2, 7, 9, 12, 14, 16	Read: Chapter 14, Psychological Disorders	Sept. 19- Mon.
	Diagnose a Disorder- Due	Sept. 19- Mon.
Sept. 19, 21, 23, 26, 28	Read: Chapter 15, Treatment of Psychological Disorders	Sept. 30-Fri.
	Techniques in Therapy-Due	Sept. 30-Fri.
Oct. 3, 5, 7, 10, 13	Read: Chapter 13, Social Psychology	Oct. 13-Wed.
Oct. 14	Fall Break-No class	
Oct. 17, 19, 21, 24, 26	Read: Chapter 3, Neuroscience and Behavior Read: Chapter 2, Methods in Psychology	Oct. 28 –Fri.
	You be the experimenter- Due	Oct. 28 –Fri.
Oct. 31	Midterm Exam	Take by Oct. 31
Oct. 31, Nov. 2, 4, 7	Read: Chapter 5, Consciousness	Nov. 9-Wed.
Nov. 9, 11, 14	Read: Chapter 7, Learning	Nov 18-Fri.
Nov. 18, 21, 28	Read/Review: Chapters 6, 8, 9 and 10	Nov. 30-Wed.
Nov 30, Dec. 2, 5	Read: Chapter 11, Development	
Dec. 7, 9	Read: Chapter 12, Personality Read: Chapter 16, Stress & Health	Dec 9-Fri.
	Understanding Theory in Psychology- Due	Dec. 9-Fri.
	Final Exam	See schedule

### Assignments-Fall 2011

**#1-Diagnose a Disorder:** (Worth 25 points) 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. Number and bold each symptom of the disorder. **All the symptoms of the disorder need to be included**, even if they did not have them. Describe what they said about "not having them". It is as if you are the therapist and need to justify your diagnosis to the insurance company or prove that they did not have the disorder. **I do not want you to actually do any therapy techniques or attempt to solve the person's problem. You will maintain the information confidential as therapists do.** You can diagnose a person from a movie.

Your paper would be something like the following, giving 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.

The paper should be about 2 pages typed, double space. Write at a college level; organized, no spelling errors, and correct grammar.

**Due- Sept. 19, 2011**

**#2-What would you do if you were a therapist:** This assignment will incorporate material from Chapter Fifteen. State a problem in five to six sentences. Use fourteen of the following eighteen techniques to “treat the person”. **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 presented. Show me as if you are a therapist rather than tell me about the technique. Do not write the definition.

- 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
- 11-Thought Stopping
- 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:

A sixteen year old male friend of mine got in a car accident this past summer. He hesitates to get into a car with other teens. He avoids going through the intersection where the crash happened. He acts like it happened yesterday. He has had bad dreams, and gets angry easily. He might be depressed.

1-Biological Treatment- I would have my friend go to his doctor to get on an antidepressant, such as Zoloft, which would increase the level 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 2 pages typed, double space. Write at a college level; organized, no spelling errors, and correct grammar. Do not repeat any definition.

**Due- Sept. 30, 2011**

**#3-You be the Experimenter:** (Worth 25 points) This assignment is designed to put you in the position of the professional. You will do an experiment. 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. Then you start the paper over with, the introduction, which includes an overview of the problem, in one to two sentences. 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 must include the following terms in bold font; **Independent Variable,**

**Dependent Variable, Extraneous Variables, Control Group, & Experimental Group.** The Results Section may include a graph or a clear presentation of the numbers obtained or quotes from the person that you interviewed. 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 methods used or any conclusions. In this section, you must include the term **Experimenter Bias**. 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.

**Due- Oct. 28, 2011**

**#-4-Understanding theory in Psychology :** 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.

**Due- Dec. 9, 2011**