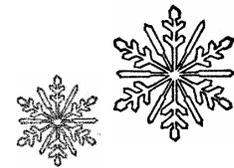


General Psychology 201

Linn-Benton Community College

Winter 2017



Instructor: Eric Kim

phone: 541-917-4835 e-mail: kime@linnbenton.edu

alternate phone: 541-463-5819, alternate email: kime@lanecc.edu

office hours: MW 12:00-12:50, SSH 206

CRN 30853: MW: 10:00 - 11:50, RCH/202

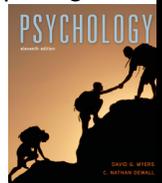
Basic Course Information

Prerequisites:

There are no course prerequisites. You are required to have basic academic competencies and expected to be able to read, write, study, organize and retain information at a college level. This includes spending approximately 2 hours per credit hour per week reading, studying and preparing. This means 8 hours per week for this *4 credit course*.

Required text for General Psychology 201, and 202:

- Myers D. and Dewall, N. (2015). Psychology, 11th edition.



Course description:

PSY201 – General Psychology is an introduction to several of the different sub-fields and methods of study in psychology. Students should leave this course with an understanding of the biological and cognitive aspects of psychology, including history, methodology, biological foundations of behavior, human development, sensation perception, learning, memory, language and problem-solving.

This 4 credit introductory course covers Thinking Critically with Psychological Science (Chapter 1), The Biology of the Mind (Chapter 2), Consciousness and the Two-Track Mind (Chapter 3), Nature, Nurture and Human Diversity (Chapter 4), Development Through the Life Span (Chapter 5) Sensation and Perception (Chapter 6), Learning (Chapter 7), Memory (Chapter 8) and Thinking and Language (Chapter 9).

General Psychology course learning outcomes:

As a result of successfully completing this course, you should be able to:

- Describe major facts and theories from the domain of psychology.
- Recognize and articulate the interplay between social, psychological and biological forces.
- Apply relevant psychological phenomena to everyday relationships and situations.
- Combine and synthesize psychological concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.

Related to the core learning outcomes, I will have you explain why learning about psychology is important, provide opportunities to demonstrate your metacognitive skill, organize information and approach problems systematically.

Web sites:

- **My web site:** You can find short chapter outlines, chapter objectives and, copies of my overheads, point distributions (based on exam scores as your ID), and links to other psychology related resources. You should get copies of the overheads to help you listen, think, and take your own notes during class instead of copying from the overheads. This is a supplement for the course, not a substitute for attending class or reading the textbook. Handouts from class are the documents of record since there may be problems or delays with transferring information from my files to the web site.



Basic Course Information

Course format:

Class time will mostly be used to cover some of the main concepts in the chapter. I will use videos and audio clips to demonstrate class material, work on in-class exercises, and ask you to apply and connect the concepts to “the real world”. I will integrate current topics with chapters from within this course as well as material from the other General Psychology courses. In addition, we will explore how understanding psychology relates to the other social sciences, such as criminal law, sociology, economics and politics. These will be done in relation to the core learning outcomes.

I call on students to participate in class. Although I encourage participation in class, this is NOT an open invitation for having a conversation with your fellow students. Conversations in the classroom are distracting for other students.

Why should you learn about psychology:

Broadly speaking, psychology is the study of how people think and behave. This knowledge can help you begin the process of understanding yourself and others. If you don't understand some of the factors that influence your thinking and behavior, you will be unable to make the changes in your life that you want and the problems you face will continue. A good understanding of yourself can help you feel that you have more control over your life and allow you to begin to make changes in your life. A good understanding of others can be helpful in that it will help you improve your relationships with other people. Since most careers involve working with people, this knowledge will be helpful with not only your personal relationships, but your professional career.

Many of our social problems—crime, war, hate, obesity, drug abuse, climate change, etc. are problems of behavior and thinking. In order to address these problems, we need to understand our own behavior and thinking. We need to study psychology. This means thinking critically and evaluating incoming information. This is challenging and uncomfortable to realize that your behavior is involved with these social problems. Studying psychology can be uncomfortable and challenging because it can change the sense of who you are and your view of life events. Studying psychology might not help you help design the next computer, medicine, or rocket, but it can provide guidance on the choice of whether you will use technology for positive choices, rather than negative choices.

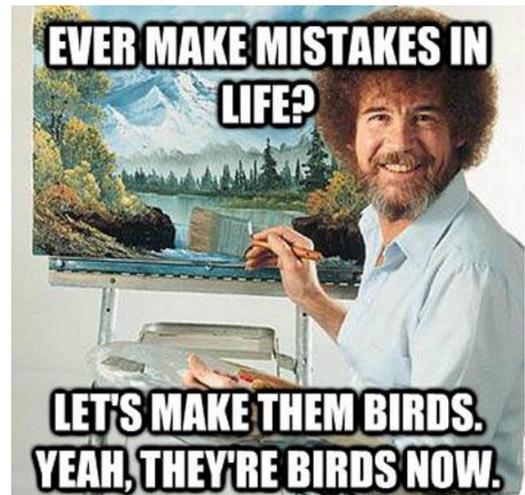
Class Expectations:

In a psychology class, you should be respectful of other people and their opinions and safe from intimidation or insult. However, this does not mean that you will not be exposed to new ideas that challenge your world view.

Basic student code of conduct:

- Work hard
- Be responsible
- Be respectful to others
- Seek help when struggling
- Be honest. Don't lie, cheat or steal
- If you aren't sure about these, stop by office hours.

Wisdom for life:



Grades

Grades:

Chapter Exams (8 x 20 pts.)

160 points

Final Exam (60 pts.)

60 points

A = 198 - 220 pts. (90%)

B = 176 - 197 pts. (80%)

C = 154 - 175 pts. (70%)

D = 132 - 153 pts. (60%)

Grades are not based on a curve. Keep a record of your points. If your records do not match mine, let me know. Please see me during office hours for help to address your questions or concerns.

Chapter exams (20 points each):

Exams are usually 20 multiple choice/matching questions (1 point each) for a total of 20 points (exams that are not 20 points will be scaled to 20 points) to be taken in 20 minutes. Exams may contain multiple-choice, matching that can be based on the readings, class demonstrations, discussions and examples from class, or questions from a previous chapter from the course!

- There will be an opportunity to earn three bonus points on the chapter exams for those who take the exam at the scheduled time.
- Bonus points costs 1 point to attempt them. Each question correctly answered is $\frac{1}{2}$ a point. You will need to correctly answer at least 2 of the 8 questions to earn points.
- These bonus points are optional and are questions from previous chapters. These questions can be used as practice for the final exam and an indicator of how well you are retaining information for the final exam.

Comprehensive final exam (60 points):

The final exam will be a comprehensive multiple-choice exam based on the textbook of 60 questions worth 1 points each.

- There will be 5 questions from the chapters 1-8 (40 questions) and 20 questions from chapter 9.
- Students who take the comprehensive final exam at the scheduled time, a sheet of notes (8 $\frac{1}{2}$ " x 11", front and back) will be allowed. You cannot use notes if you are taking a makeup final.
- The final exam score may proportionally replace a single missed exam with a score of zero (see Missed exam and late work policy), thus making the final exam worth 80 points.
- Students who have an average greater than or equal to 80% on the first eight chapter exams may substitute the final exam score with the average proportional score of all eight chapter exams, thus avoiding the final exam. If you have this option, I will use the average of all eight chapter exams OR the final exam—whichever is greater. I will automatically do this for all who qualify.



Missed Exams and Late Work

Attendance:

Attendance is one important element for being successful in any course. If you are going to miss a class, you are responsible for information you missed.

Missed exam and late work policy:

- Exams: A zero will be recorded for a missed exam. A single zero can be replaced with the proportional score from the comprehensive final exam (see Comprehensive final exam). Only students who take the exam at the scheduled time may earn bonus points on the exams and use note cards for the exams (if applicable).

Makeup exams:

You can take an alternative makeup exam if you meet one of two conditions.

1. If you notify me by email, voice mail message, or in writing (but not verbally) *in advance* that you cannot take the exam at the scheduled time OR
2. If you provide *documentation* of a health (sick) or legal reason (in court, arrested, ticketed) why you could not take the exam at the scheduled time after you missed the exam.

Makeup exams are to be taken in the Learning Center (second floor of the library in Willamette Hall). The makeup exam must be taken within 14 calendar days of the original exam or else it will revert to a zero. There are no makeup exams after the last day of class without prior approval. You cannot request a makeup exam if you have not completed a previous makeup exam.

Limitations of makeup exams:

- Only students who take the exam at the scheduled time may earn bonus points. There are no bonus points on makeup exams.
- You can request multiple makeup exams, but you can only have one uncompleted makeup exam at a time.

Being Successful !

General strategies for success:

- Distribute your reading over the week. Minimize reading all at one time or get behind in your reading.
- Learn the vocabulary for each chapter. There are virtual flashcards on the publisher's website and I have paper copies of flashcards on the website.
- Get copies of the overheads from the website.
- Attend, pay attention and participate in class.
- Take notes.
 - Rewrite and review your notes (look up SQ3R or the Cornell Method on Wikipedia), or visit Academic Learning Skills Department.
 - Review your notes daily, before class and at the end of each week.
- Visit your instructor during office hours if you have difficulties, have questions or don't understand the material or any other questions or need assistance with the course.
- Get a good night's rest. People who are deprived of sleep tend to have difficulties concentrating and remembering information.
- The average student needs to spend 2 hours outside of class for every hour in class. This means spending 8 hours a week outside of class preparing for a 4 credit class.

General strategies for preparing for exams:

- Generate a chapter outline and expand it and add more specific details: You should start reading the material as soon as possible and create a general outline of the chapter. As you read the chapter, slowly add detail to your general outline. You can also find an example of a general outline for each chapter on my website and a detailed outline on the publisher's website.
- Read the chapter objectives: Visit the publisher's website and download the learning objectives for each chapter. This can help focus your attention while reading the chapter. When reading the chapter, break the chapter into small sections for studying and distribute your reading to correspond with the topics on the tentative schedule. This will help you learn, organize and remember the concepts. When reading through the chapter, make sure you can determine the important points of each section. If you have questions about this process, come and see me during office hours and we can explore strategies for learning the material.
- Visit the website for this course. I should have identified the number of multiple choice items per major heading for each chapter. This way you know which sections I will focus on.
- Use the on-line resources such as the chapter quizzes and electronic flashcards that can be found on the publisher's website or linked from my website.
- When you finish the chapter it is recommended (not required) that you make a detailed outline of each section to summarize and organize the main ideas. As you read the text, include the images, critical thinking, sideboxes, etc. You ARE tested on them.

DO NOT:

- rely on merely repeating the information over and over to yourself. Elaborate on the information, connect the information with what you already know and organize the information.
- rely on memorizing facts and answers to specific questions. Understand and interrelate the psychological concepts.
- text, blackberry, surf the internet, or have conversations unrelated to class, etc. while in class.
- cram for your exams.

Those who don't pay attention in class, don't read the material, don't attend, don't ask questions, don't study, don't participate, get behind which leads to not paying attention, not reading the material, not attending, not asking questions, not studying and not participating and get even further behind. At the end of the term these people tend to spiral out of control and lead to poorer grades, higher levels of stress, and avoidance of your responsibilities.



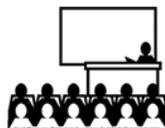
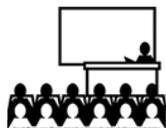
Warning
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College Policies

Students with disabilities: Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of classes. If you have not accessed services and think you may need them, please contact the Center for Accessibility Resources (CFAR), 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations for every term in order to receive accommodations.

Tentative schedule



Week of...	General Lecture Topic(s)	Associated reading
Mon., January 9	<ul style="list-style-type: none"> Syllabus Is psychology all common sense? Scientific Processes: Hypothesis, Operational Definition, Empirical Evidence 	pp. 19-25
Weds., January 11	<ul style="list-style-type: none"> Research Methods Research Methods 	pp. 26-49
Mon., January 16	NO CLASS—Martin Luther King Jr. Day	
Weds., January 18	Quiz on Chapter 1: Thinking Critically with Psychological Science <ul style="list-style-type: none"> Neurotransmitters Neurotransmitters 	pp. 51-74
Mon., January 23	<ul style="list-style-type: none"> Brain Structures Brain Structures, cutting the corpus callosum 	pp. 74-89
Weds., January 25	Quiz on Chapter 2: The Biology of the Mind <ul style="list-style-type: none"> Multitasking Sleep Deprivation 	pp. 91-116
Mon., January 30	<ul style="list-style-type: none"> Drugs and Compensatory Responses Hypnosis 	pp. 117-131
Weds., February 1	Quiz on Chapter 3: Consciousness and the Two-Track Mind <ul style="list-style-type: none"> Intelligence, nature or nurture, or the wrong question Evolutionary Psychology 	pp. 133-151
Mon., February 6	<ul style="list-style-type: none"> Culture and Environmental influences TBD 	pp. 151-175
Weds., February 8	Quiz on Chapter 4: Nature, Nurture and Human Diversity <ul style="list-style-type: none"> Teratogens Attachment 	pp. 177-203
Mon., February 13	<ul style="list-style-type: none"> Parenting Styles Erikson and Psychosocial Development 	pp. 203-227
Weds., February 15	Quiz on Chapter 5: Development Through the Life Span <ul style="list-style-type: none"> Sensory adaptation Color Perception 	pp. 229-255
Mon., February 20	NO CLASS—President's Day	
Weds., February 22	<ul style="list-style-type: none"> Perceptual Sets Gestalt Laws of Grouping, Monocular Depth Cues 	pp. 256-277
Mon., February 27	Quiz on Chapter 6: Sensation and Perception <ul style="list-style-type: none"> Classical Conditioning Classical Conditioning 	pp. 279-300
Weds., February 29	<ul style="list-style-type: none"> Operant Conditioning Observational Learning 	pp. 300-315
Mon., March 6	Quiz on Chapter 7: Learning <ul style="list-style-type: none"> Model of Memory Effortful processing strategies 	pp. 317-337
Weds., March 8	<ul style="list-style-type: none"> Memory Retrieval Forgetting, Memory Construction 	pp. 338-353
Mon., March 13	Quiz on Chapter 8: Memory <ul style="list-style-type: none"> Problem solving Heuristics 	pp. 355-367
Weds., March 15	<ul style="list-style-type: none"> Pitfalls in thinking Pitfalls in thinking 	pp. 367-383
8:00 am – 9:50 am Weds., March 22	Comprehensive Final Exam and Chapter 9: Thinking and Language	