SYLLABUS

PSYCHOLOGY 5  GENERAL PSYCHOLOGY

SPRING 2011 – M W  7:45-9:10 AM

DR. MICHAEL WYNNE

OFFICE: ARTB 302D     HOURS: M T W TH  9:15-10:45 AM

NOTIFICATION PROCEDURE

YOU CAN CONTACT ME AT (310) 660-3593 EXT. 3562 DURING OFFICE HOURS.
IF I AM NOT IN THE OFFICE, PLEASE SEND AN EMAIL BY USING YOUR ECC EMAIL ACCOUNT. MY E-MAIL ADDRESS IS: mwynne@elcamino.edu

COURSE INFORMATION

3 UNITS; 3 HOURS LECTURE
RECOMMENDED PREPARATION: ELIGIBILITY FOR ENGLISH 1A
CREDIT: DEGREE APPLICABLE TRANSFER CSU, UC

COURSE DESCRIPTION

THIS COURSE IS A SURVEY STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES WITH AN EMPHASIS ON BASIC THEORY AND RESEARCH GENERATED BY THE SCIENTIFIC METHOD. MAJOR TOPICS INCLUDE PSYCHOBIOLOGY, LEARNING, HUMAN COGNITION, PERSONALITY, LIFESPAN DEVELOPMENT, PSYCHOLOGICAL DISORDERS, THERAPEUTIC APPROACHES, AND SOCIAL PSYCHOLOGY.

COURSE OBJECTIVES

1. IDENTIFY EARLY SCHOOLS OF THOUGHT IN PSYCHOLOGY AND CONTRAST THEM TO CONTEMPORARY SUBFIELDS IN PSYCHOLOGY.
2. OUTLINE THE STEPS OF THE SCIENTIFIC METHOD, IDENTIFY COMMON RESEARCH METHODS, AND DISCUSS ETHICAL CONSIDERATIONS OF PSYCHOLOGICAL RESEARCH.
3. DESCRIBE THE DIFFERENT FUNCTIONS OF THE NEURAL AND HORMONAL SYSTEMS, EMPHASIZING THE FUNCTIONS OF BRAIN STRUCTURES.
4. EXPLAIN THE BASICS OF GENETICS AND ASSESS THE COMBINED INFLUENCE OF GENES AND ENVIRONMENT ON A VARIETY OF HUMAN CHARACTERISTICS.
5. DIFFERENTIATE BETWEEN SENSATION AND PERCEPTION AND IDENTIFY THE PROCESSES BY WHICH ORGANISMS RECOGNIZE, ORGANIZE, AND MAKE SENSE OF STIMULI IN THEIR ENVIRONMENT.
6. DESCRIBE AND DISCUSS VARIOUS STATES OF CONSCIOUSNESS, SUCH AS WAKING, SLEEPING, DREAMING, AND STATES INDUCED BY PSYCHOACTIVE SUBSTANCES.
7. DEFINE LEARNING AND COMPARE AND CONTRAST CLASSICAL CONDITIONING, OPERANT CONDITIONING, AND OBSERVATIONAL LEARNING.

8. EXAMINE HUMAN COGNITION, FOCUSING ON MEMORY, INTELLIGENCE, AND LANGUAGE, AS WELL AS THE COMMON ERRORS OF HUMAN THOUGHT PROCESSES.

9. DESCRIBE THE FORCES THAT MOTIVATE HUMAN BEHAVIOR, SUCH AS INSTINCTS, DRIVES, AND NEEDS.

10. IDENTIFY AND EVALUATE THE MAJOR THEORIES OF EMOTION WITH AN EMPHASIS ON BEHAVIORAL, PHYSIOLOGICAL, AND COGNITIVE COMPONENTS.

11. DESCRIBE PROCESSES OF STABILITY AND CHANGE IN THE DOMAINS OF BIOLOGICAL, COGNITIVE, AND PSYCHOSOCIAL DEVELOPMENT ACROSS THE LIFESPAN.

12. COMPARE AND CONTRAST THE MAJOR THEORIES OF PERSONALITY AND DESCRIBE AND EXPLAIN METHODS OF ASSESSING PERSONALITY.

13. EVALUATE THE CONCEPT OF “PSYCHOLOGICAL DISORDER,” AND DISCUSS THE ASSESSMENT, CLASSIFICATION, AND POSSIBLE CAUSES OF PSYCHOLOGICAL DISORDERS.

14. IDENTIFY AND EVALUATE PSYCHOLOGICAL AND BIOMEDICAL APPROACHES TO THE TREATMENT OF PSYCHOLOGICAL DISORDERS.

15. ANALYZE THE IMPACT OF SITUATIONAL FORCES ON HUMAN THOUGHT PROCESSES AND BEHAVIOR.

16. DISCUSS THE INFLUENCE OF STRESS, PERSONALITY, AND OTHER PSYCHOLOGICAL PHENOMENA ON PHYSICAL HEALTH.

STUDENT LEARNING OUTCOMES

1. STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE AND ITS REQUIREMENTS WILL BE ABLE TO IDENTIFY AND EXPLAIN MAJOR HISTORICAL TRENDS, THEORETICAL PERSPECTIVES, AND EMPIRICAL FINDINGS RELEVANT TO MENTAL PROCESSES AND BEHAVIOR.

2. STUDENTS WILL BE ASSESSED BY MULTIPLE CHOICE EXAMS, ESSAY EXAMS, ORAL PRESENTATIONS, OR RESEARCH-BASED PAPERS.

3. STUDENTS WILL DEVELOP THE ABILITY TO LIST THE STEPS OF THE SCIENTIFIC METHOD AND APPLY THEM TO AN EXAMPLE OF PSYCHOLOGICAL RESEARCH.

ADA STATEMENT

EL CAMINO COLLEGE IS COMMITTED TO PROVIDING EDUCATIONAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES UPON THE TIMELY REQUEST BY THE STUDENT TO THE INSTRUCTOR. A STUDENT WITH A DISABILITY, WHO WOULD LIKE TO REQUEST AN ACADEMIC ACCOMMODATION, IS RESPONSIBLE FOR IDENTIFYING HERSELF/HIMSELF TO THE INSTRUCTOR AND TO THE SPECIAL RESOURCES CENTER. TO MAKE ARRANGEMENTS FOR ACADEMIC ACCOMMODATIONS, CONTACT THE SPECIAL RESOURCES CENTER. (310-660-3295)
TEXTBOOK AND OTHER MATERIALS NEEDED


3. GREEN SCAN-TRON SHEETS (FORM 882) AND #2 PENCILS ARE REQUIRED FOR THE EXAMINATIONS.

READING ASSIGNMENTS

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<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>WHAT IS PSYCHOLOGY?</td>
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<td>THE SCIENCE OF PSYCHOLOGY</td>
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<td>NEUROSCIENCE: THE BRAIN AND BEHAVIOR</td>
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EXAM 1

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<td>5</td>
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<td>SENSATION AND PERCEPTION</td>
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**USE OF TEXTBOOK AND DISCUSSIONS**

It is important that you utilize the SQ3R study method. This method will assure improved comprehension and make it easier to prepare for exams. Also, you must bring your textbook to every class meeting and come prepared to take notes. The discussions will only focus on certain main points in each chapter. They are meant to be a review and not a substitute for reading the whole chapter. On occasion, adult language may be used in the class. If such language is offensive to you, you might want to consider dropping the class and taking it from someone else.

**ETUDES**

This course utilizes the ETUDES course management system. Please read the information that follows regarding how to use the ETUDES course management system. When you login for the first time, you will be required to enter two pieces of information: your **USER ID** and your **PASSWORD**. Your **USER ID** is: your first name (underscore) last name [all lower case]. Some ECC student ID’s have been adjusted to accommodate multiple persons with the same name. Your default **PASSWORD** is the month and date of birth included in your ECC record (MMDD). Now you are ready to login! Starting on the first day of the semester (and after waiting 24 hours after you registered for the class), login to your class by going to the ETUDES portal (https://myetudes.org) Remember to bookmark this site to access your class quickly! Write down your user id and password and store them in a safe place.
FACULTY WEB PAGE

YOU CAN REACH MY FACULTY WEB PAGE BY GOING TO http://www.elcamino.edu/faculty/mwynne. MY WEB PAGE HAS HANDOUTS ON THE SQ3R STUDY METHOD, TIME MANAGEMENT, ACTIVE LISTENING, NOTE TAKING AND TEST TAKING. IT ALSO HAS SOME GENERAL INFORMATION.

HOMEWORK ASSIGNMENTS

1. YOU MUST FINISH THE READING ASSIGNMENTS PRIOR TO THE DUE DATES. THIS WILL ALLOW YOU TO KEEP UP WITH THE DISCUSSIONS AND ASK QUESTIONS ABOUT CONCEPTS THAT WERE NOT CLEAR TO YOU FROM THE READINGS.
2. IT WILL BE VERY IMPORTANT FOR YOU TO LOOK AT THE NEWS ON TELEVISION DAILY AND READ A NEWSPAPER REGULARLY.

QUIZZES

THERE WILL BE A WRITTEN QUIZ GIVEN NEAR THE END OF MOST CLASS SESSIONS. YOU WILL BE ASKED TO DEFINE ONE OF THE KEY TERMS COVERED IN THE CHAPTER THAT IS BEING DISCUSSED. EACH QUIZ WILL BE WORTH 3 POINTS AND WILL BE COUNTED AS EXTRA CREDIT POINTS. THESE QUIZZES WILL ONLY BE GIVEN IN CLASS AND THERE WILL BE NO MAKE-UPS.

BEHAVIOR EXPLANATIONS

THERE WILL BE TWO BEHAVIOR EXPLANATION ASSIGNMENTS REQUIRED FOR THIS COURSE. EACH ASSIGNMENT WILL BE WORTH A MAXIMUM OF 50 POINTS.

EXAMINATIONS

1. EXAM 1 50 MULTIPLE CHOICE QUESTIONS ON CHS. 1 THRU 3. TENTATIVE DATE: 03/07.
2. EXAM 2 50 MULTIPLE CHOICE QUESTIONS ON CHS. 4 THRU 6. TENTATIVE DATE: 03/23.
3. EXAM 3 50 MULTIPLE CHOICE QUESTIONS ON CHS. 7 THRU 9. TENTATIVE DATE: 04/18.
4. EXAM 4 50 MULTIPLE CHOICE QUESTIONS ON CHS. 10 THRU 12. TENTATIVE DATE: 05/04.
5. EXAM 5 50 MULTIPLE CHOICE QUESTIONS ON CHS. 13 THRU 15. TENTATIVE DATE: 05/23.
6. FINAL 50 MULTIPLE CHOICE QUESTIONS ON CHS. 16 THRU 18. DATE: 06/08.
EXAMINATION SCORES

YOUR EXAM SCORE WILL BE ON ETUDES WITHIN 24 HOURS AFTER THE EXAMINATION. THERE WILL BE NO SCORES HANDED OUT IN CLASS.

MAKE-UP EXAMS

IF YOU MISS ONE OF THE EXAMINATIONS, YOU WILL NEED TO CONTACT ME ABOUT MAKING ARRANGEMENTS TO MAKE-UP THE EXAM. (SEE NOTIFICATION PROCEDURE SECTION).

RETAKE EXAMS

IF YOU SCORE BELOW 70 ON EXAMS 1, 2, 3, 4, AND/OR 5 (NOT THE FINAL EXAM), YOU MAY RETAKE THAT EXAM TO BRING YOUR SCORE UP TO 70, WHICH IS THE HIGHEST SCORE POSSIBLE ON RETAKE EXAMS. ALL RETAKE EXAMS MUST BE COMPLETED BY THE THURSDAY BEFORE THE DATE OF THE NEXT EXAM. YOU WILL NEED TO CONTACT ME ABOUT MAKING ARRANGEMENTS TO RETAKE AN EXAM. (SEE NOTIFICATION PROCEDURE SECTION).

ATTENDANCE/PARTICIPATION

CLASS ATTENDANCE IS REQUIRED. YOU ARE EXPECTED TO ATTEND CLASS REGULARLY, TO BE ON TIME, AND TO BE AN ACTIVE PARTICIPANT. IF YOU DECIDE TO STOP ATTENDING THE CLASS, IT IS YOUR RESPONSIBILITY TO OFFICIALLY WITHDRAW FROM THE CLASS.

GRADING SYSTEM

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CLASSROOM RULES

1. **NO SLEEPING** IN THE CLASSROOM AT ANY TIME.

2. **NO FOOD** IN THE CLASSROOM AT ANY TIME.

3. **NO CHILDREN** IN THE CLASSROOM AT ANY TIME.

4. **TURN OFF AND PUT AWAY** ALL CELLULAR PHONES AND OTHER ELECTRONIC DEVICES BEFORE ENTERING THE CLASSROOM.

5. **NO TAPE RECORDING** ALLOWED IN THE CLASSROOM AT ANY TIME.

6. ENTER AND LEAVE THE CLASSROOM **QUIETLY**.

DISHONESTY

THE FOLLOWING IS PROHIBITED:

1. REPRESENTING THE WORDS, IDEAS, OR WORK OF ANOTHER AS ONE’S OWN IN ANY ACADEMIC EXERCISE INCLUDING THE USE OF COMMERCIAL TERM PAPER COMPANIES OR ONLINE SOURCES FOR ESSAYS, TERM PAPERS, OR RESEARCH PAPERS, WHETHER FREE OR PAID.

2. ALLOWING ANOTHER INDIVIDUAL TO ASSUME ONE’S IDENTITY OR ASSUMING THE IDENTITY OF ANOTHER INDIVIDUAL.

3. CHANGING ANSWERS ON A PREVIOUSLY SCORED TEST, ASSIGNMENT, OR EXPERIMENT WITH THE INTENT TO DEFRAUD.

4. INVENTING DATA FOR THE PURPOSE OF COMPLETING AN ASSIGNMENT, A LABORATORY EXPERIMENT, OR CASE STUDY ANALYSIS WITH THE INTENT TO DEFRAUD.

5. OBTAINING OR COPYING EXAMS OR TEST QUESTIONS.

6. GIVING OR RECEIVING INFORMATION DURING AN EXAMINATION OR TEST BY ANY MEANS SUCH AS SIGN LANGUAGE, HAND SIGNALS, OR SECRET CODES, OR THROUGH THE USE OF ANY ELECTRONIC DEVICE.

7. USING AIDS SUCH AS NOTES, CALCULATORS, OR ELECTRONIC DEVICES DURING AN EXAMINATION OR TEST.

8. HANDING IN THE SAME PAPER OR OTHER ASSIGNMENT IN MORE THAN ONE CLASS.

9. ANY OTHER ACTION WHICH IS NOT A HONEST REFLECTION OF A STUDENT’S OWN ACADEMIC WORK.
SQ3R STUDY METHOD

1. **SURVEY** the material to be learned by reading such things as the full table of contents for a chapter, "learning objectives", "key terms and concepts", and the summary at the end of a chapter. Then thumb through the chapter looking at pictures and cartoons and reading their captions and noting charts, figures, and diagrams.

2. **QUESTION** each subsection of assigned textbook material by formulating your own personally meaningful questions about the material to be read. You can do this by turning the subsection heading into a question or by using any questioning method that works for you and gets you interested in the material to come.

3. **READ** the entire chapter or a subsection of it for understanding (do not try to memorize it). Do not underline, highlight, or outline at this point. If you read the entire chapter, it is easier, perhaps, to understand the underlying pattern of the reading and the interrelationships among individuals topics and facts. However, such a large dose of material can be quite confusing, and you are apt to become fatigued before you finish. Remember, that you are reading for understanding. If you find your attention lagging or find yourself just "reading words" who's meaning does not "stick" you should divide the material into smaller chunks. Many students find it preferable to break down a chapter into parts such as a major section, subsection, or even paragraphs. They then go through the read, recite, and review sequence for each "part" before going on to the next part.

4. **RECITE** the material you have just read by putting the text aside and going over it mentally or saying aloud the main points in the reading and/or writing brief notes, which summarize the reading. Do not use the same words used in the book as this will interfere with your comprehension of the material. After you have reviewed the material, you might also go back over the key words and points in the subsection and underline them. This will serve to highlight the major points in the text and make later examination reviews easier. Remember, you should use this underlining or highlighting technique only in the recitation stage, not during the initial reading. It is only after the initial reading is completed that you can discern the truly essential parts of the material presented.
5. **REVIEW** WHAT YOU HAVE READ, KEEPING IN MIND THE LEARNING OBJECTIVES AND ANY MATERIAL WHICH YOU HAD DIFFICULTY IN READING OR RECITING. IF YOU HAVE UNDERLINED OR HIGHLIGHTED PARTS OF THE SUBSECTION DURING THE RECITATION, EXAMINE THESE PARTS. DO YOU UNDERSTAND EACH POINT AND ITS RELATIONSHIP TO OTHER POINTS? IF YOU HAVE TAKEN NOTES, READ THEM. DO THEY MAKE SENSE? DO YOU UNDERSTAND THE BASIC POINTS MADE BY THE AUTHORS AND THEIR RELATIONSHIPS TO EACH OTHER? IF YOU HAVE TROUBLE RECALLING INFORMATION IN YOUR NOTES OR UNDERLINED IN THE TEXT, TAKE ANOTHER LOOK AT YOUR NOTES OR THE BOOK AND TRY AGAIN. YOUR REVIEW WILL BE OF TREMENDOUS VALUE IN MAKING SURE YOU HAVE GRASPED ALL THE POINTS MADE IN THE SECTION AND FIXING THEM IN YOUR MEMORY.

**LAST MINUTE EXAMINATION REVIEW**

THE FOLLOWING SUGGESTIONS ASSUME THAT YOU HAVE ALREADY COMPLETED THE ASSIGNED READING USING THE SQ3R METHOD AND ARE THUS READY TO REVIEW EACH CHAPTER YOU HAVE PREVIOUSLY STUDIED.

A. REVIEW THE SUMMARY, MAKING SURE YOU CAN RECITE EACH POINT COVERED.

B. REVIEW THE PARTS OF A CHAPTER THAT YOU HAVE UNDERLINED OR HIGHLIGHTED.

C. REVIEW YOUR NOTES.

D. RELAX. IF YOU HAVE FOLLOWED THE RECOMMENDED STUDY METHODS, YOU HAVE NO DOUBT LEARNED A LOT AND THIS LEARNING WILL BE REFLECTED IN YOUR EXAMINATION PERFORMANCE.