

SYLLABUS

Psychology 140.71

Introduction to Psychology

Professor Cleveland

*“The scientist must be free to **ask** any question, **doubt** any assertion, **seek** for any evidence and to **correct** any errors ... “*

J. Robert Oppenheimer – Physicist

*“All that I know now is **partial** and **incomplete** ... ”*

Saulos Tarseus

Course Description: This course is designed to introduce you to the major principles, concepts and ideas found within the discipline of study known as psychology. It is introductory in nature. Essentially, that means we are going to cover a lot of material in a short period of time. Unfortunately, we do not have the liberty of time to deeply explore all the exciting topics researched and debated by psychologists across the planet. However, I will endeavor to expose you to a wide variety of important psychological theories via multiple streams of information. If you peruse through the table of contents of the required textbook, you will get an idea of the subjects we will attempt to cover this semester.

Course Goals: Modern psychology is defined as the science of behavior and mental processes. By the end of the semester, I hope you understand exactly what that sentence implies regarding the nature of psychological science. I think you will find this class intellectually stimulating and perhaps, somewhat challenging. I also hope your active participation in this class helps you in your own personal journey of self discovery ... an important developmental task for all humans. In addition, at the successful completion of this course, you will have developed an understanding and knowledge of:

- 1. The critical and significant contributions of the discipline.*
- 2. How the process of scientific inquiry leads to theoretical development within the discipline.*
- 3. How psychologists conduct their affairs in an ethical fashion and with social responsibility in our highly diverse world.*
- 4. The language of psychology – how we communicate with one another.*
- 5. How you can apply the principles of psychology to your given career choice (and life).*

Textbook: [REDACTED]

Grading:

Student Attendance (10%) ... Note: OTIF Policy (i.e. On Time – In Full)

Student Questions (10%) ... Must be submitted after lecture on the required day

End of Chapter Quizzes – average grade (20%)

Section Exams (Each of the two exams will be worth 30% of your final grade)

***Please note: There will be no makeup quizzes. However, I will drop the lowest grade when computing the semester average. This means, you may miss one quiz per semester without an adverse impact upon your average quiz grade.

Grading Scale:

The grade you earn in the course will be based on the average grade you receive on all graded work. The following scale will apply;

<u>Final Percentage</u>	<u>Grade</u>
93-100	4.0
89-92	3.5
82-88	3.0
78-81	2.5
70-77	2.0
66-69	1.5
60-65	1.0
55-59	0.5
0-54	0.0

Additional Information Regarding Grades:

- The I grade will be considered when the student's work is sufficient in quality but not quantity. It is based upon 75% attendance, quality work as determined by the instructor, and a sufficient reason not to complete the course. An I grade may be removed by completing the course requirements prior to the end of the next semester. If the necessary work is not completed on time, the I grade will remain on the student's transcript as a permanent grade.
- The W grade is awarded to students who decide to withdraw from the course prior to the end of the semester. You, the student, must officially withdraw by completing a withdrawal form on or before the official withdrawal date.
- Additional Learning Opportunities (i.e. Extra Credit ... Expectations & Value)
 1. Perfect Attendance ... OTIF for the entire course equals one (1) additional absolute point added to your final score at the end of the semester.
 2. Key Terms & Concepts ... each submission (prior to the initial lecture per subject under discussion) earns one (1) additional point added to pertinent section exam (I or II). All submissions must include your name, date of submission, key terms and concepts plus definitions per each chapter under discussion. (usually 35 to 50 terms per chapter)

Academic Honesty Policy:

Academic honesty is expected of all students. Each student will produce their own work and not represent the work of others as their own via plagiarism or cheating nor will a student aid others in the violation of the ethical principle of academic honesty. Plagiarism is the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Using data, quotations, or paraphrases from other sources without adequate documentation
- Submitting others' work as your own

Cheating means obtaining answers/material from an outside source without authorization.

Cheating includes but is not limited to:

- Plagiarism in all forms
- Using notes/books without authorization
- Copying
- Submitting others' work as your own or submitting work for others
- Altering graded work
- Falsifying data

Classroom Environment:

I will work hard to make this experience a positive one for you. However, I need your help to accomplish this goal. I am requesting that you work with me and your classmates to create a classroom environment that is conducive to learning. In simple terms, I am asking you to be on time, attentive and respectful. Please minimize any and all distractions that might negatively impact your ability or your classmate's ability to learn.

Tentative Schedule:

<u>Dates:</u>	<u>Topic:</u>	<u>Chapter(s)</u>
5/24	Syllabus/Expectations	
29, 31	Q1 Psychology as Science	One
5, 7	Q2 Neuroscience	Two
12, 14	Q3 Consciousness	Three
19, 21	Q4 Development	Four & Five
26, 28	Q5 Learning & Memory	Seven & Eight

July 3rd**SECTION I EXAM**

Tentative Schedule (Continued):

<u>Dates:</u>	<u>Topic:</u>	<u>Chapter(s):</u>
7/5, 10, 12	Q6 Thinking, Language & Intelligence	Nine & Ten
17, 19	Q7 Motivation	Eleven
24, 26	Q8 Emotions & Stress	Twelve
31, 8/2	Q9 Personality	Fourteen
7, 9	Q10 Disorders & Therapy	Fifteen & Sixteen

August 14th SECTION II EXAM

Note: Every effort will be made to maintain the schedule as listed. However, the schedule is subject to change at the sole discretion of Professor Cleveland.

General Education Outcome #5: Understand human behavior and social systems, and the principles which govern them.

Upon successful completion of this course, the student will be able to identify and articulate sources of influence on human behavior, the dynamics of interactions of individuals and groups, and the evolution and functions of social systems. In addition, successful students will have made significant progress in Essential Competency #1 ... to think critically and act responsibly and Essential Competency #2 ... to work productively with others, recognizing individual contributions to group success.

How Will the Outcome and Essential Competencies Be Developed and Assessed?

- Attendance and active student engagement with their classmates and professor regarding topics under discussion
- Creation of challenging and pertinent formal questions submitted during student question time
- Successful outcomes (i.e. >70%) on collaborative quizzes via productive and respectful interaction with members of their chosen group
- Successful outcomes (>70%) on individual section exams

JC Statement on Inclusion, Civility and Community

My pledge to you, my student ... I will make every effort in every interaction I have with you as my student to shine light upon the darkness of ignorance and to reveal the hidden truths of the universe as I currently understand these truths. I will endeavor to undertake this task in a manner that is inclusive and civil. Your education is a collaborative effort. Therefore, I would strongly encourage you to work with me as together ***“we seek to illuminate truth and knowledge by challenging the basis of unfamiliar, new and untested ideas, while acting respectfully towards our fellow learners, especially those with whom we strongly disagree”***.

Professor Anthony Cleveland
May, 2018