

## PSY 120 General Psychology

# School of Humanities, Religion, and Social Sciences

1717 S. Chestnut Ave.

Fresno, CA 93702-4709

www.fresno.edu

**Course Syllabus**

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| **Semester & Year:** Spring 2014 | **Instructor:** James Van Slyke, PhD |
| **Units:** 3 | **Phone:** (559) 453-4607 |
| **Meeting Days & Times:** T Th 3:50-5:05pm | **Email:** jav4@fpu.edu |
| **Location:** | **Office:** NOH 117 |
| **Final Examination:**  Tuesday May 6th 3:00-5:00pm | **Office Hours:** Tuesdays & Thursdays 1:00 pm - 2:00pm; Wednesdays 12:00 – 2:00pm; 3:30pm – 5:00pm. By appointment only |

1. **Course Description**

This course offers you the opportunity to explore the breadth of topics that compose the field of modern psychology. It will acquaint you with the major theories, methods, and terminology of the discipline and give you a better understanding of self, others, and society. We will explore these topics in the context of Christian faith while considering differing cultural viewpoints. The course will include a combination of lectures, video clips, demonstrations, discussions, and experiential activities. I hope it will make you want to learn more about psychology and that you will find the course to be fun and interesting.

1. **Student Learning Objectives**
2. Students will become familiar with the range of topics, theories, researchers and sub disciplines that compose psychology (Psychology SLO 2; University SLO 3).
3. Students will be able to articulate in writing how research is conducted in the field of psychology. (Psychology SLO 1,3; University SLO 1-3, 5).
4. Students will be able to cite sources using APA formatting and practice writing a research paper using APA structure (Psychology SLO 1; University SLO 2).
5. Students will be able to discriminate between multiple levels of understanding of behavior and mental processes, and understand the complexity of the human experience (Psychology SLO 1, 2; University SLO 7).
6. Students will demonstrate an understanding of how psychology interacts with the Christian faith (Psychology SLO 4; University SLO 4, 6).
7. **Required Text**

Myers, D.G., (2014). Exploring *Psychology in Modules, ninth edition.* New York: Worth.

1. **Course Requirements**
2. Readings

Reading assignments need to be completed **BEFORE** they are covered in class. This will enhance your ability to participate in class discussions and exercises, and will help you to master the material. Class lectures and activities will expand on the reading, not repeat it. Exams will cover material from the text that we will not have time to address in class.

1. Attendance & Participation (25 points)

Your attendance is vital to your success in this class. The material presented is meant to be engaged with on multiple levels, personally, cognitively, and interpersonally. Therefore, the active participation of all students is a must. Attendance will be taken for each class period. Students are allowed a total of three absences for the semester. These absences do not need to be preapproved by the instructor. Starting with the fourth absence, the student’s grade will be reduced by a grade level (for example a B+ becomes a B-) for each class missed. Repeated tardiness will be marked down according to my discretion. If you have any questions, please don’t hesitate to talk to me.

1. Exams (200 points)

Four 50-point exams will be given throughout the semester. The exams will include multiple choice, fill-in-the-blank questions, matching and short answer questions. They will cover the reading material as well as the material discussed in class. Students should be prepared to be tested on the terms and concepts to remember from each module on the schedule even if they are not covered in class. The exams are not cumulative. Please bring a scantron for each exam.

1. Integrative Summary Paper (185 points)

This is an opportunity to examine the interaction between faith and psychology. Please pick a topic of interest within the field of psychology (e.g. bulimia nervosa in religious populations, the neuroscience of worship, religious coping after a disaster, the use of prayer in psychotherapy) and write a 5-page (Assignment must be 5 pages; 4 ½ pages will result in an automatic grade reduction) encyclopedia entry that summarizes the subject (not including cover page, abstract, and references). The paper summary should be in APA format and will be graded based on the amount of information and quality of the writing. Articles must be from peer-reviewed journals and cannot be from a blog, newspaper, website or magazine. Please consult me if in doubt about the appropriateness of your summary. A handout detailing the requirements of this paper will be posted on Campus Cruiser. The paper must include at least 10 sources, cited in APA style, although they all do not have to be used in the paper. You will receive feedback regarding your topic and sources.

Abstract = 25 points

Revised abstract/ sources = 35 points

First Draft = 50 points

Final = 75 points

Total = 185

**Estimated Coursework Time**

| **READING** | **Hours** |
| --- | --- |
| Myers text (6 hours per week) | 90 |
| **ASSIGNMENTS** |  |
| Integrative Literature Review | 15 |
| **REVIEW FOR EXAMS** |  |
| Review for exams (3 hours each x 5 exams) | 15 |
| **TOTAL ESTIMATED ASSIGNMENT HOURS FOR COURSE** | 120 |

1. **Grading Procedure**

A = 93-100 B- = 80-82 D+ = 67-69

A- = 90-92 C+ = 77-79 D = 63-66

B+ = 87-89 C = 73-76 D- = 60-62

B = 83-86 C- = 70-72 F = < 59

1. **Additional Class Information**
2. **Technology**

While technology provides powerful tools for learning, it is my experience that students often abuse the privilege of using these tools in the classroom. Students who text in class, use their smart phones to check Facebook, etc, will be asked to leave. If the use of laptops becomes problematic, I will prohibit their use in my class.

1. **Makeup Work/ Late Assignments**

All assignments are due at the beginning of class on the day the assignments are due, unless otherwise stipulated. Assignments that are not submitted because of an unexcused absence cannot be accepted at later dates. All late work is given a grade of zero. I do not make exceptions. I do not offer extra credit.

I do not give makeup exams, except in the case of emergencies. Should you fall ill the day of the exam, a doctor’s note is required to make up an exam. It is the student’s responsibility to communicate with me regarding such make up in a timely fashion.

1. **Directions for Turning In Assignments**

All assignments must be turned in HARD COPY unless otherwise instructed. You are not permitted to submit assignments via email. If you are absent the day an assignment is due, it is your responsibility to get the assignment to me before class or through a classmate.

1. **Course Outline (All dates are approximate; Professor reserves the right to change the schedule or topic as it is needed)\*\*\*\***

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| --- | --- | --- |
| Week | Date | Topic |
| Week 1 | Jan 14  Jan 16 | Introduction to Class  Module 1: The History and Scope of Psychology |
| Week 2 | Jan 21  Jan 23 | Module 3: Neural and Hormonal Systems  Module 4: The Brain |
| Week 3 | Jan 28  Jan 30 | Module 5: Genetics, Evolutionary Psychology and Behavior  Module 6: Dual Processing  **DUE: Topic abstract** |
| Week 4 | Feb 4  Feb 6 | Module 2: Research Strategies: How Psychologists Ask Questions  Integrating Psychology and Christian Faith |
| Week 5 | Feb 11  Feb 13 | **EXAM #1 (Modules 1-6)**  Module 9: Developmental Issues, Prenatal Development and the Newborn |
| Week 6 | Feb 18  Feb 20 | Module 10: Infancy and Childhood  Module 11: Adolescence  **DUE: Revised topic abstract; 10 sources** |
| Week 7 | Feb 25  Feb 27 | Module 12: Adulthood  Module 13: Gender Development |
| Week 8 | Mar 4  Mar 6 | Module 14: Human Sexuality  **EXAM #2 (Modules 9-14)** |
| Week 9 | Mar 11  Mar 13 | **No class Spring Break!** |
| Week 10 | Mar 18  Mar 20 | Module 21: Studying and Building Memories  Module 22: Storage and Retrieval |
| Week 11 | Mar 25  Mar 27 | Module 23: Forgetting, Memory Construction, and Memory Improvement  Module 28: Basic Motivational Concepts, the Need to Belong, and  Achievement Motivation  **DUE: First Draft of 5 page summary** |
| Week 12 | Apr 1  Apr 3 | Module 30: Theories and Physiology of Emotion  Module 31: Expressing and Experiencing Emotion |
| Week 13 | Apr 8  Apr 10 | **Exam #3 (Modules 21-23; 28; 30-31)**  Module 36: Social Thinking and Social Influence  Module 37: Antisocial Relations |
| Week 14 | Apr 15  Apr 17 | Module 38: Prosocial Relations  Module 39 Basic Concepts of Psychological Disorders and Mood Disorders  **DUE: Final Draft** |
| Week 15 | Apr 22  Apr 24 | Module 40 Schizophrenia  Module 41 Other Mood Disorders |
| Week 16 | Apr 29  May 1 | Module 42 The Psychological Therapies  Review/catch up |
| Finals  Week | May 6 | **EXAM #4 (Modules 36-39, 40-42)** |

**UNIVERSITY POLICY SUMMARIES**

For complete policy details check the current Academic Catalog.

**Attendance Policy**

The university expects regular class attendance by all students. Those students who will be absent for an extended period of time should contact their program director or advisor who will discuss the options available, such as a leave of absence. Students may view their attendance records on CampusCruiser.

**Registration**

Only individuals who are registered may attend classes. Non-registered students may not turn in assignments, take tests or receive grades.

**Course Drop Policy**

Refunds and grades for dropped courses are based on the last day of attendance. Each week the refund amount decreases. Students who do not attend at least one class during the first week of a course will be administratively dropped from the course by the Registrar’s Office. After the first week of class, failure to drop courses in a timely manner will result in failed grades and financial responsibility for payment.

**Academic Honesty/Integrity**

Everyone who participates in the educational process at FPU is expected to pursue honesty and integrity in all aspects of their academic work. Cases of academic dishonesty are first handled between instructors and students. Depending upon the severity of the case, consequences may range from partial credit after work is redone to expulsion from the university. As in all situations where a member of the university violates the behavioral and academic expectations of the community, opportunity for restoration and restitution will be extended to those willing to work to correct the situation and reconcile with the university community

**Behavioral Standards**

Student behaviors disruptive to the educational process may result in the student being dismissed from a class or a program.

**Sexual Harassment Policy**

Harassment of a student or an employee of the University by other students, employees, supervisors, or agents of Fresno Pacific University will not be tolerated. All reports of harassment will be taken seriously, promptly investigated and addressed by FPU in accordance with university policies and procedures.

**Responsible Use of Technology**

The use of campus computing resources at Fresno Pacific University is a privilege, not a right. Violations of university guidelines on computer use will result in disciplinary action, which may include any of the following: warnings, loss of computer privileges, suspension, or legal prosecution.

**Disability**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

**Incompletes**

Incomplete grades are to be issued only in the case of absence from classes due to unexpected and unavoidable circumstances, such as illness, accident or death in the immediate family, which have made it impossible for the student to complete all course requirements as scheduled. A grade of incomplete is not to be issued for unsatisfactory work or failure to submit work through negligence. Student must submit the appropriate form, available online from Registrar’s Office.

**Satisfactory Academic Progress**

Students are expected to make satisfactory progress toward completion of their program by maintaining a cumulative grade-point average of 2.0 or higher for associate/baccalaureate students, 3.0 or higher for graduate students and 2.5 or 3.0 (for seminary students, depending on the program). Cumulative grade-point average is based on FPU coursework only.

**CampusCruiser**

CampusCruiser is the university’s Web portal and should be used to access everything related to university online content, including event calendars, schedules, classes, campus life and email. Students are expected to check their fpu.edu email on a frequent and consistent basis (at least weekly.)

**Student and Faculty Dispute Resolution**

Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor the student should consult with the chair of the division in which the course is lodged, who will attempt to resolve the issue. Decisions may be appealed to the dean of the appropriate school for a final resolution.

**Right to Petition**

Request for exception to academic policies may be made when there are extenuating circumstances such as a serious medical condition, a death in the immediate family or other traumatic, unforeseen events. Students should complete a petition form, along with the nonrefundable fee, and submit it to the Registrar’s Office. Petitions will be forwarded to the appropriate academic official or committee for consideration and decision.

**Privacy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Check the university website for details.

Fresno Pacific University Psychology Department Student Learning Outcomes

1. Students shall acquire the critical thinking, analytical, writing, and abstract reasoning skills necessary for successful graduate school performance and professional effectiveness.
2. Students shall demonstrate knowledge of the history of psychology and key concepts and theories of the psychological literature.
3. Students shall demonstrate precision of thought, the ability to formulate and analyze testable hypotheses, develop clear arguments, and express themselves concisely and effectively in written assignments and public presentations.
4. Students will recognize that the scientific discipline of psychology and the Christian faith can co-exist in a mutually illuminating relationship, in healthy tension and harmony with each other.
5. Students will analyze their personal growth and identity development, coherently connecting knowledge of human nature with an emerging wisdom of family, community, culture, and ethics.

Fresno Pacific University Student Learning Outcomes

Students will be able to effectively demonstrate the following values/outcomes as applicable to their programs of study:

1. Oral communication both in individual and group settings
2. Written communication to inform and to persuade others
3. Content knowledge, including how the liberal arts inform society and the application of such knowledge to effect change
4. Reflection for personal and professional growth to manage change in oneself and one’s vocation
5. Critical thinking
6. Moral reasoning and ethical decision making, including understanding a Christian world view
7. Service and reconciliation as a way of leadership
8. Cultural and global perspectives to understand complex systems
9. Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems
10. Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources and accurately and effectively share that information.