



# LINCOLN UNIVERSITY

## SPRING 2018

### **Psychology 10: Fundamentals of Psychology**

Credits: 3 Units = 45 Lecture Hours) / 15 weeks

Level: Introductory (I)

Instructor: Jeannine Stamatakis, M.A.

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Class Dates/Times: Mondays – 12:30 p.m. – 3:15 p.m.

### **Welcome & General Thoughts**

Welcome to this course! I am very excited to be teaching this class! It is important that you are present and contribute, so, please be on time, have read any material that has been assigned, and be ready for discussions.

Please be respectful in class. I want this to be a positive learning environment for all, so refrain from disruptive behavior.

When in class, please turn off your cellular telephone. Please put your cellular telephone in your purse or backpack. If your cellular telephone is out, there will be a deduction of points. Any use of your cellular telephone will cause a deduction of points. Text messaging is not allowed in class. Do not charge your phone in this class. Please no side conversations. Do note that disruptive or notably unacceptable classroom behavior will result in a deduction of points. Use respectful language. Please no tape recorders. No laptops. Please note when you come into class to close the door softly and gently behind you.

### **Course Description**

This course is an introduction to Psychology and the principles of human behavior and relationships. Studies in sensation, perception, learning, memory, thinking, intelligence, and emotion. The emphasis is on general psychological principles. We will use individual and group exercises.

### **Educational Objectives**

This is a General Psychology class; thus, it is a survey class where basic Psychology content is covered. As many of you are business students, I am also going to make sure what we learn is relevant, practical, and applicable to this field. Topics covered in the class will include (but are not limited to) sensation, perception, learning, memory, thinking, intelligence, and emotion. There will be opportunities for group learning, discussions, presentations, and lecture.

Students will learn to think critically, be able to discuss and analyze reading material, reflect on personal experiences through a journal entry, write a paper following APA format, and see how Psychology is present in their lives and the (business) world around them. I will be tailoring our classes to fit the interests of students as well.

There are no prerequisites or co-requisites for this course

### Course Learning Outcomes

	Course Outcome	PLO		ILO	Assessment
		Number	Level		
1	Examine and identify the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes	PLO 1	I	ILO 1a, ILO 7a	Journal entry, midterm exam,
2	Differentiate the efficacy of various models used to explain and predict behavior and mental processes	PLO 4	I	ILO 1a	Chapter presentations, journal entry, midterm exam
3	Compose appropriate applications of psychology in solving problems such as: (a) the pursuit and effect of healthy lifestyles, (b) psychological tests and measurements, and (c) psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings in their empirical evaluation.	PLO 5	I	ILO 3a, ILO 4a	APA paper

### Methodology

The class will be comprised mostly of lecture and group discussions. For more details regarding assignments, please look under “Grading.” As this is a Psychology class, as your instructor, I will make sure that you have a chance to not only think about the material, but also apply it to your own life and see how psychology is present around all of us on a daily basis. I expect students to be present in class to not only see how the material is impacting his/her own life, but to also view and analyze these connections, as well as to learn from your fellow classmates’ experiences as well.

**This is a direct classroom instruction course.**

### **Required Materials**

Please bring a notebook/binder paper, pencils/pens, and the *Discovering Psychology* textbook with you each day we have class. Supplemental material will be incorporated which I will provide during each class. Do take notes!

Hockenbury, D., & Hockenbury, S. (2014). *Discovering Psychology* (6<sup>th</sup> ed.). New York: Worth Publishers.  
ISBN: 978-1-4641-0241-7

### **Grading**

Attendance (Extra points will be given for participation, so, please do attend, so you can participate. Please take notes as well as participate in small and large group discussions): 10 points

1 Journal Entry: 25 points

1 Midterm: 15 points

1 Chapter Presentation: 25 points

APA Paper (Two potential topics – you choose the one you like best): 25 points

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

Please type the journal entry and the APA paper. Anything you hand in should be double-spaced, 12-point font (Times New Roman or Courier) with 1-inch borders. Please proofread!

In regard to attendance, you are responsible for ensuring that you are enrolled in this class and for attending the first class as well as classes to follow. Students may be dropped for not attending the first class and/or for excessive absences. Students who do not attend class, do not drop the class, and have not been dropped by the instructor, are responsible for grades, fees, etc.

If you know in advance that you will be unable to make a class, let me know either by telling me or e-mailing me. Your presence is valued and important to your fellow classmates for discussions, so please do attend! If you are not available to hand something in when it is due, speak with me beforehand. Turn in assignments and be on time (I understand about extenuating circumstances once in a while, however, be timely)! This instructor reserves the right to amend the syllabus as necessary.

### **Academic Honesty**

Please note that turning in a paper that is not your own work, copied from another, from the Internet, or plagiarized, will result in zero points for the paper and/or an “F” course grade. Cheating, tampering, fabrication, and plagiarism will not be tolerated.

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then resubmits as his or her own.

Academic Dishonesty defrauds all of those who depend upon the integrity of the College, its courses, and its degrees and certificates. Students are expected to follow the ethical standards in Lincoln University courses. Violations of this policy include cheating and plagiarism. For more information about Academic Honesty, visit the current college catalogue.

Please do your own work – I am interested in your thoughts and your mind!

### **Faculty Information**

My background, education, and training is in Psychology, as well as History and English. I have clinical training in Psychology/Psychotherapy, am a textbook reviewer, and am a contributor to several Psychology magazines/periodicals.

### **Additional Thoughts**

This is *our* class and it is important that everyone be heard, respected, and has a chance to be an integral part of the class! If there are specific books, news stories, or something which piques your interest, please share it with everyone. I want our class to be interesting, positive, and engaging as this is always the best way to learn!

### **Lincoln University – Psychology 10: Fundamentals of Psychology (3 Units) Schedule**

- ❖ Please complete the reading assignment prior to the Monday we start our discussion.

#### Week of January 22 – Welcome, Introduction, & Logistics

- ❖ Welcome to Psychology
- ❖ Introductions
- ❖ Syllabus
- ❖ “Psychology in Everyday Life” Discussion
- ❖ **Observation Exercise/Activity/Food for Thought: Babies**

#### Week of January 29 – Chapter 1 (Introduction and Research Methods) & Chapter 2 (Neuroscience & Behavior)

- ❖ **Discovering Psychology – Read Chapter 1 & Read Chapter 2**
- ❖ Chapter 1 & Chapter 2 Lecture/Discussion
- ❖ APA Discussion
- ❖ **Observation Exercise/Activity/Food for Thought: Toddlers & Self-Care**

Week of February 5 – Chapter 3: Sensation & Perception

- ❖ ***Discovering Psychology – Read Chapter 3***
- ❖ Student Presenters:
- ❖ Chapter 3 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: Dreams**

Week of February 12 – Chapter 4: Consciousness & Its Variations

- ❖ ***Discovering Psychology – Read Chapter 4***
- ❖ Student Presenters:
- ❖ Chapter 4 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: Dreams & Meditation (p. 501)**

Week of February 19 – President’s Day (Holiday/Observed) – No Class

Week of February 26 – Chapter 5: Learning

- ❖ ***Discovering Psychology – Read Chapter 5***
- ❖ Student Presenters:
- ❖ Chapter 5 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Journal Entry Due on Monday, February 26**
- ❖ **Observation Exercise/Activity/Food for Thought: (1) Observe your pets and (2) How are children reinforced to have, continue, or restrict certain behaviors?**

Week of March 5 – Chapter 6: Memory

- ❖ ***Discovering Psychology – Read Chapter 6***
- ❖ Student Presenters:
- ❖ Chapter 6 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: What is your earliest memory?**
- ❖ **Déjà vu?**

Week of March 12 – Catch Up Week!

Week of March 19 – Chapter 7: Thinking, Language, & Intelligence

- ❖ ***Discovering Psychology – Read Chapter 7***

- ❖ Student Presenters:
- ❖ Chapter 7 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: Experience with intelligence tests**

Week of March 26 – Catch Up Week!

Week of April 2 – Chapter 9: Lifespan Development

- ❖ ***Discovering Psychology* – Read Chapter 9**
- ❖ Student Presenters:
- ❖ Chapter 9 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Midterm Today!**
- ❖ **Observation Exercise/Activity/Food for Thought: (1) What are some boy/man v. girl/woman stereotypes? Are there different rules for the different genders? (2) What are your thoughts on day care?**

Week of April 9 – Chapter 10: Personality

- ❖ ***Discovering Psychology* – Read Chapter 10**
- ❖ Student Presenters:
- ❖ Chapter 10 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Final Papers Due on Monday, April 9**
- ❖ **Observation Exercise/Activity/Food for Thought: Would you describe yourself as an introvert or extrovert?**

Week of April 16 – Chapter 11: Social Psychology

- ❖ ***Discovering Psychology* – Read Chapter 11**
- ❖ Student Presenters:
- ❖ Chapter 11 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: TBA**

Week of April 23 – Chapter 13: Psychological Disorders

- ❖ ***Discovering Psychology* – Read Chapter 13**
- ❖ Student Presenters:
- ❖ Chapter 13 Lecture/Discussion
- ❖ Group Activity

- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: Diagnosing**

Week of April 30 – Chapter 14: Therapies

- ❖ ***Discovering Psychology* – Read Chapter 14**
- ❖ Student Presenters:
- ❖ Chapter 14 Lecture/Discussion
- ❖ Group Activity
- ❖ Current Event Presenters:
- ❖ **Observation Exercise/Activity/Food for Thought: Which is your favorite therapy?**

Week of May 7 – Last Day!

- ❖ Sharing Final Papers, Wrap Up, & Closing/Concluding Remarks

**Syllabus Last updated: January 2, 2018**

**Appendix A. Program and Institutional Learning Outcomes.**

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
<b>1a</b>	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
<b>2a</b>	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
<b>3a</b>	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
<b>4a</b>	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
<b>5a</b>	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
<b>6a</b>	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
<b>7a</b>	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

<b>Program Level Outcomes (PLOs)</b>	
<i>Students completing General Education courses in BA program will be able to:</i>	
<b>1</b>	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
<b>2</b>	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
<b>3</b>	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
<b>4</b>	Think critically and apply common sense in approaching and solving real-world problems.
<b>5</b>	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
<b>6</b>	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>Graduates of the BS program of Lincoln University should be able to:</i>	
<b>1a</b>	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
<b>2a</b>	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
<b>3a</b>	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
<b>4a</b>	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
<b>5a</b>	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
<b>6a</b>	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
<b>7a</b>	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

<b>Program Level Outcomes (PLOs)</b>	
<i>Students completing General Education courses in BS program will be able to:</i>	
<b>1</b>	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
<b>2</b>	Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems
<b>3</b>	Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.
<b>4</b>	Think critically and apply common sense in approaching and solving DI and real-world problems.
<b>5</b>	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.
<b>6</b>	Understand the responsibilities of active citizenship, community engagement, and social responsibility.
<b>7</b>	Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.

### Appendix B. Classification of LU curriculum courses:

Code	Classification	Description
<b>Courses &lt; 10, and 300A/300B</b>	Review (R)	Review courses are supplemental courses that are not a part of any program.
<b>Courses 10 - 99</b>	<b>Introductory (I)</b>	<b>Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.</b>
<b>Courses 100 - 199</b>	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
<b>Courses 200 - 286</b>	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
<b>Courses 288 - 299</b>	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.