

Psychology 5
General Psychology – Section 9179

MW 11:00-12:25pm Tartar Village, Room 23

Instructor: Dr. Tom DeHardt

Office: F 11

Office Hours: MW 9:45am – 10:45am (in F 11), TTh 12:45-1:45 (in TV 23)

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Division Website: http://www.compton.edu/academics/socialscience_creativeperformingarts/Psychology.aspx

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.

Critical thought is built into the course. It is always necessary to look for alternative explanations of “facts” and I hope to instill that scientific spirit in you.

As an introductory class, I know that this is largely new material to you. Although we have a lot of material to cover in a limited amount of time, I will do my best to go at a reasonable pace. Let the details from the text help you to understand the concepts. And don't leave it to me to lecture during the whole class – I welcome you to make comments, ask questions, laugh, and have fun.

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 Outcome (SLO) #1 Logic of the Scientific Method

Students who pass this course with a grade of A, B, or C will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

SLO #2 Fundamental Principles

Students who pass this course with a grade of A, B, or C will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.

SLO #3 Everyday Application

Students who pass this course with a grade of A, B, or C will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).

Required Text:

Myers & DeWall, Psychology in Modules: Twelfth Edition (2018). New York: Worth Publishers.

You may purchase (or rent) the required text from the bookstore (or favorite online seller). Be careful when buying the book. Be certain to buy the “modules” version.

Grading Basis:

60% of final grade: 1 Midterm & 1 Final Exam -- weighted equally -- will include multiple choice & short answer items covering text, lecture, video, & discussion from the first half of the course (Midterm) & second half of the course (Final). The dates of these exams are listed in the ***Class Calendar*** below.

40% of final grade: 3 Section Exams -- weighted equally -- will include multiple choice items covering text, lecture, video, & discussion from a recent subset of course material. The dates of these exams are also listed in the ***Class Calendar***. A total of 4 Section Exams will be scattered throughout the semester; each student’s lowest score will be dropped.

There are NO MAKE-UPS for the Midterm, Final, or Section Exams -- students who miss a Section Exam will have that score dropped as the lowest of the 4 Section Exams. Students who miss a second Section Exam will earn a 0 as one of their 3 remaining scores. Missing the Midterm or Final will make it impossible to pass the course.

Course Percentage (C.P.) determines final grades & is calculated this way:

$C.P. = (Midterm \& \text{ Final Exam Avg} \times .60) + (3 \text{ Highest Section Exams Avg} \times .40)$

- Final grades are assigned according to the following scale:

COURSE PERCENTAGE GRADE

90—100	A
80—89	B
70—79	C
60—69	D
0—59	F

Other Information and Policies:

- My lecture slides (and this syllabus) can be viewed/downloaded from the class webpage. Look for a picture of an apple under CLASS on your MyECC homepage.
- You will be dropped if you miss **either of the first two days of class**.
- Students are not welcome to come to class late. Attendance does not count toward student grades, but tardiness is considered disruptive.
- Disruptive students may be dropped from the class. Examples of disruptive behavior include chronic tardiness, vocal conversations between students in class, and rude, argumentative, or threatening statements or behavior.
- Students are expected to demonstrate their commitment to this class and their college education by scheduling work and vacation around the times that this course meets.
- Course grades are determined solely by exam scores. Extra credit will be offered on exams but is not available at the end of the semester to make up for failing exam scores throughout the semester.
- Students are responsible for keeping abreast of course announcements, including any changes in exam schedule or material.
- Students who decide not to finish the course are responsible for dropping themselves from the class.
- Please do not be offended if I return emails with brief efficiency.

Succeeding in this Course:

It is not enough simply to read the text—then read it again and again. You must work actively with the material you are required to learn. Working with the material in an active way allows you to not only remember it, but to think critically about it—questioning assumptions or conclusions, hypothesizing alternative explanations, and applying principles to your own life.

To give you an idea of the type of study system that has proven to be effective, please visit this site:

http://www.cuesta.edu/student/servs_classes/ssc/study_guides/textbook/607_text_SQ4R.html

Also, I want to emphasize that you are responsible for your success in this course. You earn your grade – I don't give it to you.

El Camino College Mission Statement:

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

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 Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Cheating and Plagiarism

Information about these academic offenses and the penalties is in the *ECCC catalog* that can be accessed at <http://www.elcamino.edu/admissions/catalog.asp> .

Student Code of Conduct

<http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf>

Student Rights and Grievances Procedure 5530

<http://www.elcamino.edu/administration/board/policies.asp>

Class Calendar:

WEEK – DATE	TOPIC(S)	SPECIAL EVENTS	MODULE(S)
Wk 1 – Feb 11	- Welcome! What is Psychology?		1
Wk 1 – Feb 13	- Psychology as Science		2-3
Wk 2 – Feb 18	NO CLASS	HOLIDAY	
Wk 2 – Feb 20	- Psychology as Science		2-3
Wk 3 – Feb 25	- Biological Psychology		4, 6
Wk 3 – Feb 27	Bring Scantron and #2 Pencil - Biological Psychology	SECTION EXAM	4, 6
Wk 4 – Mar 4	- Biological Psychology		4, 6
Wk 4 – Mar 6	- Consciousness		7-9
Wk 5 – Mar 11	- Consciousness - Sensation and Perception		7-9 17
Wk 5 – Mar 13	- Sensation and Perception - Learning		17 20-22
Wk 6 – Mar 18	- Learning		20-22
Wk 6 – Mar 20	Bring Scantron and #2 Pencil - Learning	SECTION EXAM	20-22
Wk 7 – Mar 25	- Memory		23-25
Wk 7 – Mar 27	- Memory		23-25
Wk 8 – Apr 1	EXAM REVIEW		
Wk 8 – Apr 3	Bring Scantron and #2 Pencil	MIDTERM	
Apr 6 – Apr 12		SPRING BREAK	
Wk 9 – Apr 15	- Motivation		32-34

Wk 9 – Apr 17	- Motivation		32-34
Wk 10 – Apr 22	- Emotion memory cont'd		36-38
Wk 10 – Apr 24	- Emotion motivation		36-38
Wk 11 – Apr 29	- Personality emotion		45-46
Wk 11 – May 1	Bring Scantron and #2 Pencil - Personality exam: memory, motivation, emotion (23-25, 32-34, 36-38)	SECTION EXAM	45-46
Wk 12 – May 6	- Personality test return; personality		45-46
Wk 12 – May 8	- Personality personality; social psyc		45-46
Wk 13 – May 13	- Social Psychology social psyc		42-45
Wk 13 – May 15	Bring Scantron and #2 Pencil - Social Psychology exam: personality & social psyc (45-46, 41-44)	SECTION EXAM	41-44
Wk 14 – May 20	- Social Psychology test return; psyc disorders		41-44
Wk 14 – May 22	- Social Psychology - Psych Disorders and Treatment treatment		41-44 48-50, 52-53
Wk 15 – May 27	NO CLASS	HOLIDAY	
Wk 15 – May 29	EXAM REVIEW		
Wk 16 – Jun 3	Bring Scantron and #2 Pencil	FINAL EXAM	
Wk 16 – Jun 5	Student feedback/questions, exam pick-up, grade review		