

Psychology 105
General Psychology
Spring Semester 2013

Instructor: Chloe Prentoulis, M.A. (Design campus)

Class Meeting Times & Place: Week of January 30, 2013-Week of May 21, 2013
(4 hours per week, 16 weeks); bungalow 403 (Design Campus)

Office Hours: Tuesday and Thursday 8:00-9:00 AM (Design Campus)

Email: cprentoulis@davincischools.org

Course Description:

This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.

B.A. Program Learning Objectives:

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to real experience;
- Social awareness, community engagement, global citizenship;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Description and Learning Objectives:

An overriding course goal is to provide access to the way psychologists conduct science, communicate research findings, and apply psychological knowledge. Toward this goal, our objectives are that each student will:

- become familiar with current scientific theory and research in the major topic areas of psychology.
- discover the personal relevance of course material, including an understanding of the role of psychological forces in their lives and the lives of others, and an appreciation of the practical value of psychology
- develop skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media.
- Develop and conduct original research on an area of interest covered in the course

Evaluation criteria:

40% - Unit tests and quizzes

20% - Mastery of course content demonstrated through participation and assignments

15% - Habits of mind (homework completion, class participation, effort and behavior)

15% - Design process skills (technical/computer based skills, lab work, statistical analysis, experimental design and execution, project work)

10% - Cumulative final semester exam (covers all content from January through May)

Attendance Policy:

Students are expected to attend all class sessions and participate as required in the syllabus. Students missing more than 4 class sessions must make up the missed time by completing assignments per instructors direction, students missing more than 10 class sessions will not receive credit for the course. See AULA General Catalog, 2010-2012 (p. 59) for university policy.

Incomplete Policy:

Per University policy, students must complete all course work by the deadlines stated in the syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog, 2010-2012*, (p.63) for university policy.

Plagiarism Policy:

Plagiarism – that is, the intentional or unintentional borrowing of another person’s ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. Please consult Diana Hacker’s *A Writer’s Reference*, 6th ed., pp. 344-347 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. Students committing plagiarism will be also be subject to disciplinary action from DaVinci Schools as well as from the University.

Student Conduct Policy:

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog, 2010-2012*, (p.59 &71) for further details re: Antioch University Los Angeles policy.

Students with Disabilities:

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (310-578-1080, ext. 441) as early in the semester as possible. All discussions will remain confidential.

Required Texts:

Online textbook (free): <http://sccpsy101.com/>

Psychology, a concise introduction, third edition. : Griggs, Richard A.

Prentoulis digital portfolio with semester calendar and downloadable documents:

<http://dp.davincischools.org/teacher/cprentoulis/>

Course units

Winter reading assignment

- Language acquisition
- Thinking and intelligence, problem solving, heuristics
 - Chapter 6 Griggs: p 206 – 233.

- Test in January – 70% pass rate required for entry to college course.

SPRING SEMESTER

Developmental psychology: January 14 – January 28

- The human lifespan
- Physical development
- Cognitive development (Piaget)
- Social development
- Moral development
 - Unit test January 28
 - Chapter 7 Griggs: p 246 – 279

Personality psychology: January 29 – February 12 – project based unit

- Freudian/psychodynamic theories of personality development
- Neo-Freudian theories
- Humanistic theories
- Socio-cultural theories
- Trait theories
 - Project: develop your own personality test, and see if it works (by comparing with standardized personality tests)
 - Unit test: February 19
 - Chapter 8 Griggs: p 228 – 312

Social psychology: February 21 – March 8

- Conformity, Asch experiments
- Obedience, Milgram experiments. Jonestown massacre, Abu Graib prison abuse and Nazi Germany case studies.
- Judging the behavior of others about ourselves, attribution
- Social facilitation, loafing, diffusion of responsibility, and other group behaviors. Kitty Genovese case.
 - Unit test: March 8
 - Chapter 9 Griggs: p 322 – 361

Abnormal psychology: March 12 – April 26 – Interdisciplinary unit: analysis of characters from books read in English class

- Defining abnormality
- Classes of disorders and the DSM-V
- Anxiety disorders
- Mood disorders
- Schizophrenic disorders
- Dissociative disorders
- Treatment of disorders – biological, psychodynamic, humanistic, behavioral and cognitive treatment methods
 - Character analysis assignment
 - Unit tests: March 28 and April 26
 - Chapter 10 Griggs: p 362 - 389

Motivation and emotion: April 28 – May 25

- Theories of emotion
- Motivation
 - Unit test: May 24
 - Reading: TBD

Final exam: May 2013 (exact date T. Cumulative semester content)

I hereby commit to work hard throughout the year so that I may excel in this challenging college-level course. I will abide by classroom rules and complete assignments on time to the best of my ability.

Student name (printed): _____ Signature: _____ Date: _____

Parent name (please print): _____ Signature: _____

Parent email: _____ Best phone number for daytime contact: _____

FALL SEMESTER

Introduction to Psychology – project unit

- History and approaches
- Research methodology, statistical analysis and ethics
- Cross curricular project (English, Art, Government)
 - analysis of characters/events from “The Road” from 5 psychological perspectives
 - research paper: predicting survival in a post-apocalyptic world based on personality characteristics)

Biological basis for behavior

- The brain and spinal cord. Sheep brain dissection
- The peripheral nervous system – ruler drop lab, heart rate during writing activity lab
- The endocrine system
- Neural anatomy and action potentials
- Neurotransmitters and drugs
- Techniques for measuring neural function – EEG, CAT, MRI, fMRI, PET
 - Chapter 2 Griggs: p 36 – 73
 - Unit tests:

Sensation and perception

- Threshold, adaptation, habituation, attention
- Perceptual processing, optical illusions
- The five senses: pig eye dissection, jellybean gestation lab, senses lab
 - Chapter 3 Griggs: p 84 – 113
 - Unit test:

States of consciousness – project unit

- Consciousness, the preconscious and subconscious
- Sleep and dreaming – stages of sleep, REM, sleep disorders
- Hypnosis and meditation project: set personal goal, use hypnosis/mediation to achieve, measure success
- Hypnotist visit – Shelly Stockwell Nicholas
 - Project assessment: presentation on hypnosis goal setting project

Learning : November 5 – November 9

- Classical conditioning
- Operant conditioning
- Social learning
 - Unit test: November 9
 - Chapter 4 Griggs: p 127 - 159

Memory: November 26 – December 7

- Short Term Memory – interference, primacy and recency
- Long Term Memory – Explicit LTM (semantic vs episodic), Implicit LTM (procedural, conditioning, priming)
- Encoding, storage, retrieval , forgetting
 - Unit test: December 7
 - Chapter 5 Griggs: p170 -