

**UNIVERSITY OF FINDLAY**  
**College of Liberal Arts (COLA)**  
**Fall 2009**

The mission of the University is to equip our students for meaningful lives and productive careers

**COURSE NUMBER/**

**TITLE:** General Psychology, PSYC 100.04

**CREDIT HOURS:** Three credits

**CLASS TIME/PLACE:** August 25, 2009 – December 8, 2009  
Tuesday and Thursday - 2:00 p.m. – 3:15 p.m.  
Old Main 209

**INSTRUCTOR:** John A. Malacos, Ph.D.  
Associate Professor of Psychology/Licensed Psychologist  
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**OFFICE HOURS:** M (1:30-2:30 p.m.); T (10:00 – 11:00 a.m.); W (2:00-3:00 p.m.); TH (10:00-11:00 a.m.); F (2:00 – 3:00 p.m.)

**COURSE DESCRIPTION:**

A class providing an orientation to the field of psychology which focuses on the scientific study of behavior and mental processes with special emphasis on principles of learning, memory, adjustment, abnormal behavior, and the physiology of behavior.

**PURPOSE:**

General Psychology is the introductory course in Psychology for majors and non-majors and satisfies one of the General Education requirements needed for graduation. It offers students the opportunity to explore many of the fascinating recent developments in psychology and to recognize the numerous questions yet to be answered. This course will allow students to sample the diverse and specialized fields of psychology by studying the extensive theory and research that have been developed. It also has a personal dimension that will help students grow as individuals and come to understand themselves and those they interact with on a deeper level. This course is designed to also fit the overall mission of The University of Findlay which is **to equip our students for meaningful lives and productive careers.**

**COURSE OBJECTIVES:**

Upon completion of this course, students will be able to accomplish the following objectives:

1. Demonstrate awareness and appreciation of the history of science and research methods that have developed in psychology.
2. Be able to apply and communicate the major theoretical perspectives

- of psychology including biological, psychodynamic, social, behavioral and cognitive views.
3. Understand the importance and relationship of neurobiology to our everyday behaviors.
  4. Understand the different views of consciousness and theories on the need for sleep and dreams.
  5. Be able to apply and communicate the various learning theories.
  6. Be able to identify functions and failures of memory.
  7. Have acquired an awareness and appreciation of the age/stage approach to the lifespan and psychological development.
  8. Understand the determinants of personality and the role of personality testing.
  9. Be able to identify and appraise the common anxieties and minor dysfunctions of human living and differentiate these problems from the more abnormal behaviors.
  10. Have acquired an overview of the various kinds of therapy.
  11. Appreciate the effects of our social environment upon our growth and our behavior.
  12. Understand how human beings function differently when studied in the context of social or group settings.
  13. Be able to apply the many theories of psychology to real life.

**GENERAL EDUCATION LEARNING OUTCOMES ADDRESSED:**

Goal 2. Students will become familiar with the historical, scientific, literary, and/or philosophical content of a range of disciplines.	X
Goal 3. Students will acquire and practice skills for reading ,writing, speaking, listening, abstract inquiry, critical thinking, logical reasoning, and using computers and related technology.	X
Goal 4. Throughout their general education experience, students will analyze and reflect upon the challenges facing our global society as well as the importance of being a life-long learner and responsible citizen.	X

**REQUIRED TEXT:** Myers, D.G. (2009). *Psychology in everyday life*. New York, NY: Worth Publishing Co.

**INSTRUCTIONAL STRATEGIES:**

Discussion/Questioning/Interviewing	Experiential Learning
Lecture	Library and Internet Research
Problem Solving	Reading Assignments

**METHODS OF ASSESSMENT:**

Attendance	Exams
Homework Assignments	Journaling
Participation	

## GRADING:

There are several activities and requirements that students will complete during the semester:

1. **Three objective exams** – There will be three exams containing multiple choice questions and key terms that will be given throughout the semester. They will usually cover approximately three chapters of material. Practice questions will be found in the text to assist students with their preparation. The exam questions will cover both lower level knowledge (memorizing facts) and higher-level thinking (applying facts to situations). The dates of these exams will be determined as we progress through the semester. Students will be given 1 – 2 weeks lead-time to prepare for them. **100 points each.**
2. **Final exam** – The final will also be a final exam and will cover the final chapters of the text. It will not be a cumulative exam. **100 points.**
3. **Journal** – It is important that students practice in as many classes as possible the art of writing and thinking. The purpose of the journal is to stimulate thinking about issues in psychology. Students will be given a list of journal tasks. For each of the questions to be answered, ideas are to be expressed openly and creatively. Each entry should reflect 10 – 15 minutes of concentrated thinking and writing, and should be 1 – 2 pages in length. There are 14 journal entries (two from each group) throughout the semester, and half should be on cognitive questions (indicated by a \*) and the other half on personal growth questions. Date and number the entries. They can either be typed or hand written, but if they are written by hand, they must be legible. They are due by the next class period after that section has been completed. **Each journal entry will be worth 5 points.**
4. **Exercises/Projects** – Several of the chapters are not covered by the journal and additional short exercises will be used to cover that material. **All these exercises must be typed.**
  - **After Chapter 3:** – **Interview** a person you admire and write what has made that person's life so admirable or **observe** a child (any age) at play and record your findings. Two pages. Due one week after Chapter 3. **15 points.**
  - **After Chapter 9:**– **Interview** a person who has experienced a loss in the last 12 months. What was the loss? What emotions did the person experience? How did the person's life change? Two pages. Due one week after Chapter 9. **15 points.**
  - **After Chapter 10:** – **Monitor** your stress for one week. What happened? A form will be distributed prior to this exercise and will be completed along with a 1 – 2 page summary. Due one week after completing Chapter 10. **15 points.**

Finally, there will be several in-class exercises where students will individually or split up into small groups and complete an exercise based on the lecture or text for that week. This is due before a student leaves class and cannot be made up.

**GRADING SCALE:**

Final grades will be based on the following point system:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Final	100 points
<b>Journals (14 x 5)</b>	70 points
<b>Exercises/Projects</b>	45 points
Participation/Attendance	<u>20 points</u>
	535 points

<b>Grade</b>	<b>Points</b>	<b>Grading Scale</b>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	Below 60

**HONOR CODE:**

I will not knowingly engage in any dishonorable behavior, cheat, steal, lie, or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violated the University's Honor Code, I may, in my discretion, report it to the appropriate personnel.

**COURSE POLICIES AND PRACTICES:**

Not coming to class is detrimental since a student loses important information and misses out on the opportunity to participate in class discussions. Students who actively become involved in class participation improve their critical thinking and the comprehension of the materials. Students are expected to attend every class and to read all assignments prior to arrival in class. It is also expected that students will do their own work and not plagiarize the work of others. If a student is found plagiarizing, he/she will receive an automatic F for the assignment. A second incidence will result in an F for the course. If there is any difficulty in comprehending any of the materials students are expected to ask the instructor for information. **Tests and assignments will be credited only on the days they are due unless there are extenuating circumstances. Phones and other electronic devices are not permitted.**

**FINAL EXAM DATE:**

Wednesday, December 8, 12:00 – 1:50 pm

**SPECIAL SERVICES:** If you are a student with a disability, it is your responsibility to register with the Office of Disability Service and notify your instructor one week prior to any needed service so that reasonable accommodations can be made for you. Also, any deviation for the final exam schedule must be cleared with the Dean of the College. Please do not ask for exceptions unless extenuating circumstances truly justify your request.

**COUSE & INSTRUCTOR EVALUATION:** Students will be provided feedback throughout the semester as they complete their assignments. At the end of the semester, students will be provided with a standardized form that will give them an opportunity to evaluate both the course and the instructor.

**TENTATIVE COURSE OUTLINE: (Subject to change throughout the semester)**

<u>DATE</u>	<u>CONTENT</u>
August 25	Opening Class
August 27	Opening Lecture on Chapter One
October 8-9	MID-FALL RECESS
November 26-29	THANKSGIVING BREAK
December 4	Last Day of Classes
December 8 pm)	Final Exam (Tuesday, 12:00 – 1:50

I prefer not to list the dates of the lectures on various chapters because I do not want to be locked in to a schedule that may hinder good class discussion. I will pace the course as we go along. There may even be chapters that we will not cover due to the multitude of information that is covered in a General Psychology course.

TBA	Power point Lectures and Class
Discussions on Chapters from the Text	
TBA	Various Exams and Class Exercises