National Hispanic University
PSY 100- Introduction to Psychology
General Education
Spring 2010

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Edirle Menezes, Ph.D.</th>
<th>E-mail</th>
<th><a href="mailto:emenezes@nhu.edu">emenezes@nhu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(408) 729-2204</td>
<td>Total Units</td>
<td>3 units</td>
</tr>
<tr>
<td>Room</td>
<td>313</td>
<td>Days/Time</td>
<td>Tuesdays and Thursdays 9:25am-10:40am</td>
</tr>
<tr>
<td>Office</td>
<td>NHU, Child Development Program, 2nd Floor</td>
<td>Office Hours</td>
<td>Tuesdays and Thursdays – 11am-12pm (please call/email for an appointment)</td>
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**Course Description:**
This course provides students with a broad overview of the different fields of psychology including biological psychology, sensation and perception, learning and memory, language, thought and intelligence, motivation and emotion, human development, personality, abnormal behavior and therapy, human sexuality, social and applied psychology.

**Prerequisites:** None

**Course Content:** Disciplines within psychology, history of psychology, overview of research methods, biological psychology, sensation and perception, learning and memory, language, thought and intelligence, motivation and emotion, human development, personality, abnormal behavior and therapy, human sexuality, social and applied psychology.

**University Student Learning Outcomes:**

- **Critical thinking:** Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.
- **Information Literacy:** Locate, access, analyze, and utilize information that facilitates learning and critical inquiry and to adhere to the standards of academic honesty in their use of that information.
Course Objectives: Students will be able to:

- Identify and describe major psychological concepts, contributors, and theories from historical to modern times.
- Illustrate an understanding of the process of the scientific study of behavior and mental processes.
- Recognize the cultural/racial and gender biases in the research and practice of modern psychology and the attempts to create a more culturally/gender sensitive paradigm.
- Explain and classify psychological disorders and therapies and be able to describe the definitions and treatments and the stigmas, prejudices and cultural differences that exist.

Course Goals: Additional competencies developed throughout this course. Students will:

- Be able to identify and describe major concepts, contributors, and theories on developmental psychology from historical to modern times.
- Understand basic theories, research, applications, and principles of physical, cognitive, and psychosocial development from conception to death.
- Explain the relationship between culture and development in the context of families in a diverse society.
- Illustrate theoretical-methodological frameworks of references to study the psychological aspects of development.
- Be able to recognize the socio-cultural and historical biases in the research and practice of contemporary developmental psychology, stressing the attempts to create a more culturally and linguistic sensitive paradigm in developmental psychology.
- Classify and explain developmental disorders and be able to describe the definitions, treatments, the stigmas, prejudices and cultural differences that exist.

Required Textbook:

Expectations for Students

Scholastic Dishonesty: Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group;
classroom presentations, and homework. Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

**Student Freedom of Expression:** Each student is strongly encouraged to participate honestly in classroom discussions. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us, students and instructors alike, to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but with the instructor. It is expected that faculty and students will respect the views of others when expressed in the classroom.

**Professional Ethics:** Please keep in mind that the children and families encountered in completing laboratory experiences for this course deserve respect at all times. Talking or gossiping about children, families or center staff is non-respectful and undermines the trust the children and their families have in their child care providers. It is expected that you review the NAEYC Code of Ethics (included in Class Reader) and make every attempt to follow our professional code of ethics.

**Make-up Work Policy:** Make-up work is defined as any assignment or test, which was assigned when a student was not present in class due to an excused absence or early dismissal. Students should remember that much of the instruction a student misses when absent (such as lecture notes, class discussion, teacher explanation, and the opportunity to learn from class participation) cannot be made up and thusly will result in loss of points which will reflected in the final grade. The following are the policies and procedures concerning make-up work:

- It is solely the student's responsibility to request make-up work and tests from the teacher within two days of the absence. Arrangements will be made at the teacher's discretion. After two days the work will not be allowed to be made up.
- It is best if the student requests the make-up work BEFORE the absence occurs and return to class with all work completed.

**Write & Present Professionally:** I expect your assignments to be written in complete sentences, and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The NHU Tutoring Lab offers wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations. Written work must use APA Style References. Before turning your paper in, submit it for revision at the CCS (Center for College Success).

READ THE ASSIGNMENTS prior to class. You will learn more when you have read the material and are able to participate in class discussions.

USE NHU and/or SJSU library and/or APPROVED INTERNET resources in order to complete your oral/written presentation.
PARTICIPATE in class discussions, exercises and group project assignments. Find and bring course related articles, periodicals, books, videos, etc. that will enhance and reinforce the learning experience for the class.

IN VolvEMENT: Participate in small group discussions or projects, if assigned.

**Course Assignment and Grade Requirements**

**Attendance** - (10% points)
Students must be present during all 45 hours of classroom instruction. Active participation is expected. Students are allowed two absences (5 hours) during the entirety of the course. *(Withdrawals: Students may withdraw any time prior to the "last day to withdraw". After that you may be withdrawn by me if you do not meet the hours of class outlined on the class syllabus.)*

**Reflection Papers** - (25% total) Students will respond to a question regarding a specific theory or topic under discussion. Throughout the course, students will be turning in their personal reflections on the readings. The goals of this activity are the following: a) to serve as a mechanism for students to process and integrate their thinking regarding different issues about the science of Psychology, development of cognition and language, life span development, and psychological disorders and therapies; c) to interview professionals in the field; d) to observe a child to apply understanding about processes of development; e) serve as a foundation for class discussions each week, and f) to provide students with multiple opportunities to receive feedback on their writing skills. These are take-home assignments. Students are expected to integrate reading assignments, lecture, class discussions and personal experience in their reflective writing. The reflective questions papers must be three pages typed, double-spaced, 12pt font. The only condition is that reflection papers must be turned in on the very day that the relevant readings written about are due. Late/make-up papers will not be accepted. Reflection Papers must be between 3–5 pages long, double spaced, and typed. Handwritten assignments will not be accepted.

**Research Paper/Final Project** (30% total) Students will select one topic covered in class to research in lieu of a final examination. The research paper will include: a) Introduction; b) Bibliography; c) Interview; d) Observation; e) Summary and f) an Oral presentation of research. The purpose of the research paper and presentation is to support critical thinking, information literacy, oral language and cultural competency.

**Midterm**-(25%)- Three to five, open-ended essay questions based on reading and writing assignments, lectures, and class discussion. Students are expected to demonstrate an understanding of topics covered through the integration of ideas.

**In Class Journaling** – (10%). During each class students will have 10 minutes to journal on the topic of the assigned reading, lecture and discussion topic. The in-class journaling is not graded. Students receive a "+" for submitting the journaling.
The content of the reflective entry will be primarily based upon the day’s readings but may include observations or comments from the day’s discussions, and/or instructor/individual/group activities. The student is to reflect upon, highlight or identify new or key concepts presented or discussed during the readings and class session. A question will be generated at the end of each class session to act as a prompt to guide the student in properly addressing the journal entry. This writing activity is meant to spur the student to ruminate over and better grasp the various concepts covered during the course and to reflect on their application to their behaviors as practitioners. The goal of this activity is to provide students with multiple opportunities to improve their writing skills and receive feedback.

*This Class Reading Journal will not be presented to the class but it will be reviewed by the instructor to gauge the level of involvement and comprehension exhibited by the student.*

**NATIONAL HISPANIC UNIVERSITY**

**Introduction to Psychology (PSY 100)**

**Note:** The following schedule should be considered as a framework for the course with some flexibility. Based on class progress, or opportunities, the instructor may change the assignments and/or homework. Students are also encouraged to make appropriate recommendations. However, the instructor will make the final decision.

**Week 1:** Course introduction, grading and syllabus; what is psychology and its areas of study? Chapter 1  
**Topics:** Course syllabus and The Science of Psychology  
**Goal:** Understand course and instructor methods and expectations. Preview the study of psychology and understand basic concepts of psychological science, as well as its research methods.  
**Reading/Assignment for this date:** Chapter 1

**Week 2:** Chapter 1 & Chapter 2  
**Topics:** The Science of Psychology & The Biological Basis of Behavior  
**Goal:** Understand the biological basis of behavior and its social implications.  
**Reading/Assignment for this date:** Chapter 2

**Week 3:** Chapter 3  
**Topics:** Sensation and Perception  
**Goal:** Describe the basic processes involved in sensation and perception  
**Reading/Assignment for this date:** Chapter 3

**Week 4:** Chapter 4  
**Topics:** States of Consciousness  
**Goal:** Understand conscious experiences and drug-altered consciousness  
**Reading/Assignment for this date:** Chapter 4
Week 5: Chapter 4 & Chapter 5  
Topics: States of Consciousness & Learning  
Goal: Understand elements of classical and operant conditioning and mechanisms involved in cognitive learning  
Reading/Assignment for this date: Chapter 5

Week 6: Chapter 6  
Topics: Memory  
Goal: Explore aspects involved in processes of memory  
Reading assignment for this date: Chapter 6

Week 7: Chapter 6 & Chapter 7  
Topics: Cognition and Mental Abilities  
Goal: Describe the development of cognition and language and their relationship to culture  
Reading assignment for this date: Chapter 7 / Reflection Paper 1 is DUE

Week 8: Mid-Term

Week 9: Chapter 8  
Topics: Motivation and Emotion  
Goal: Discuss perspectives on motivation and theories of emotion highlighting the relationship between gender, culture and emotion  
Reading assignment for this date: Chapter 8

SPRING BREAK.

Week 10: Chapters 8 & 9  
Topics: Intelligence and Mental Abilities  
Goal: Discuss theories of intelligence in relation to gender and culture  
Reading assignment for this date: Chapter 8/Research Paper Draft Due

Week 11: Chapter 9  
Topics: Life Span Development  
Goal: Understand the developmental milestones in infancy, childhood, adolescence, adulthood and late adulthood.  
Reading assignment for this date: Chapter 9

Week 12: Chapters 9 & 10  
Topics: Personality  
Goal: Discuss psychodynamic, humanistic, cognitive-social learning and trait theories in relation to personality assessment.  
Reading assignment for this date: Chapter 10

Week 13: Chapters 10 & 12
Topics: Psychological disorders

Goal: Understand the most representative perspectives on psychological disorders/
Reflection Paper is DUE

Week 14: Chapters 12 & 13
Topics: Therapies
Goal: Understand different approaches and techniques in therapeutic interventions
Reading assignment for this date: Chapter 13

Week 15: Chapter 14
Topics: Social Psychology
Goal: Understand how one’s thoughts are influenced by the behaviors and characteristics of other people
Reading assignment for this date: Chapter 14

Week 16: Research Paper is DUE

NOTE: Students with special service needs (hearing, visual or other ability challenges), please contact the instructor, advisor or the Admissions Office.

Course Assignments will be graded according to the following scoring rubrics:
## Scoring Rubric for NHU Student Learning Outcome Information Literacy:
*Locate, access, analyze, and utilize information that facilitates learning and critical inquiry and adhere to the standards of academic honesty in the use of information.*

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Design Research question/objective</strong></td>
<td>Designs concise, focused research question/objective</td>
<td>Design research question/objective appropriate to assignment</td>
<td>Designs research question/objective that needs more specific focus</td>
<td>Fails to develop research question/objective</td>
</tr>
<tr>
<td><strong>Access Information</strong></td>
<td>Executes an effective search strategy and evaluates the value of relevant, credible information from a wide variety of sources.</td>
<td>Executes an appropriate search strategy to locate relevant, credible information from a variety of sources.</td>
<td>Information located relevancy and credibility. Lacks variety of sources.</td>
<td>Unsuccessful at locating relevant, credible information on the topic; cannot evaluate search strategy.</td>
</tr>
<tr>
<td><strong>Analyze information: data, ideas, or concepts</strong></td>
<td>Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts. Compares and evaluates multiple and diverse sources and viewpoints. The student can use specific criteria to distinguish between information that is objective and biased.</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts. Compares and evaluates a number of sources and viewpoints. Student knows how to distinguish between information that is objective and biased.</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies or omissions. Compares and evaluates a minimal number of sources and viewpoints. Student does not adequately know how to distinguish between information that is objective and biased.</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information. Fails to compare and evaluate multiple sources. Student doesn’t know how to distinguish between information that is objective and biased.</td>
</tr>
<tr>
<td><strong>Access and use information ethically and legally.</strong></td>
<td>Consistently gives credit for works used by quoting and accurately listing references.</td>
<td>Gives credit for works used by quoting and accurately listing references with some minor errors.</td>
<td>Cites others’ work incorrectly or inconsistently.</td>
<td>Copies and paraphrases the information and ideas without giving credit to authors.</td>
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## Scoring Rubric for NHU Student Learning Outcome

### Analytical Assessment of Critical Thinking:

*Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.*

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<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Analyzing information: data, ideas, or concepts</strong></td>
<td>Interprets and analyzes information (data, ideas, or concepts) accurately and in-depth in new contexts</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
</tr>
<tr>
<td><strong>Applying formulas, procedures, principles, or themes</strong></td>
<td>Employs formulas, procedures, principles, or themes accurately and creatively in new contexts</td>
<td>Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts</td>
<td>Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</td>
<td>Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</td>
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<td><strong>Presenting multiple solutions, positions or perspectives</strong></td>
<td>Explains accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Identifies simple solutions, oversimplified positions, or perspectives with minor inaccuracies</td>
<td>Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</td>
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<tr>
<td><strong>Drawing well-supported conclusions</strong></td>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
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<tr>
<td><strong>Synthesizing ideas into a coherent whole</strong></td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
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</tbody>
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