

# **PSYC 100- Survey of Psychology**

## **Course Syllabus**

**TERM:** Fall 2008

**ROOM:** EL CENTRO, Northeastern University

**CLASS HOURS:** Thursdays 6:00-8:40 pm.

**CLASS DROP DATE:** November 7, 2008 (9:45 PM)

**INSTRUCTOR:** Dr. Susana Zarankin

**OFFICE HOURS:** Thursdays 5:15- 6:00 pm

**TELEPHONE:** (773) 216-8456

### **REQUIRED TEXT**

Ciccarelli K. Sandra. Meyer E. Glenn. Psychology (2006) Prentice Hall

### **COURSE DESCRIPTION**

This course fulfills the requirements for a general education course in the behavioral sciences, as well as for the Psychology major. It is an introduction to the discipline of psychology, the study of human behavior; the study of the organism in all its variety and complexity as it responds to the flux and flow of the physical and social events that make up the environment.

### **GOALS AND LEARNING OUTCOMES**

- A. Course Goals: The goal of this course is two fold. First, this course presents the non-major with an overview of current areas of interest within the field of psychology. Second, this course is designed to present opportunities to learn various cognitive and expressive skills germane to science.
- B. Learning Outcomes
  1. Students will demonstrate knowledge and comprehension of major concepts, differences among the most important paradigms in psychology, and the application of biological, psychological, environmental and cultural perspectives in shaping human behavior.
  2. Students will understand and apply basic research methods in psychology. They will be able to describe how various research designs answer different questions. They will be able to understand the strengths and weaknesses of different research designs. They will be able to address ethical issues.
  3. Students will be able to demonstrate knowledge of the body's main communication network, the endocrine system, and understand the function of neurons and neurotransmitters in human functioning.
  4. Students will be able to identify the stages of sleep, most common sleep disturbances, and recognize the personal and interpersonal long-term impact of certain types of consciousness- altering drugs.
  5. Students will be able to understand classical conditioning, operant conditioning and observational learning, and be able to apply the principles to individual and social behavior. Students will learn to recognize the impact of principles of learning in daily life.

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6. Students will develop "critical thinking" by learning to evaluate controversial information presented in the reading materials, demonstrate open-mindedness, tolerance for ambiguity, recognize own biases, and challenge others ideas.
7. Students will be able to find information from appropriate media, use appropriate software to write thoughtful papers, and be able to conduct library research for class projects.
8. Students will be able to demonstrate effective written and oral communication skills.
9. Students will be able to develop an understanding and appreciation for cultural diversity. They will learn to recognize the roots of racism, discrimination and prejudice. They will learn ways to overcome their own prejudicial attitudes and discriminatory behaviors that might exist in them and others.

### **COURSE REQUIREMENTS**

Students are expected to complete daily reading assignments prior to class meetings and be prepared to participate in group discussions on reading material. **Attendance to class is mandatory.** Class participation is an important part of the learning experience in this class. Students are encouraged to participate in class discussions and ask questions.

### **STUDENT GRADING AND GRADING SYSTEM**

#### **Quizzes:**

There will be three multiple-choice quizzes on the chapter assignments. These will be given at the start of the assigned session. They will include book and lecture material.

#### **RESPONSE PAPER**

Each student is required to prepare one response paper (5-7 pages) on a topic related to the nature/nurture controversy such as Aggression, homosexuality, obesity, mental illness, motherhood, xenophobia. The topic should be further researched in the library. It must include at least five primary source references. **DUE ON NOVEMBER 6, 2008.**

Final course grades will be based on the following grading system:

3 Quizzes (50 points each) =	150 Points
Response Paper=	35 Points
Participation/attendance=	15 Points
<b>Total=</b>	<b>200 Points</b>

#### **The following straight-line scale will be used:**

A= 180-200 Points	C= 140-159 Points	F= Below 120 Points
B= 160-179 Points	D= 120-139 Points	

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### **ABSENCE POLICY**

It is expected that all students will be present for all sessions and stay for the entire period. Points are lost for classes missed. **No late Response Papers will be accepted.**

### **LEARNING COMPONENTS**

This is a lecture/discussion course and utilizes the following methods of instruction to achieve the stated course objectives: lecture, readings, projects, videos, and examinations.

### **ACADEMIC INTEGRITY**

Please note that all NEIU policies regarding plagiarism, copying, and cheating apply for this course.

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### CALENDAR

8/28/08	The Science of Psychology (Chapter 1)
9/04/08	The Biological Perspective (Chapter 2)
9/11/08	Consciousness (Chapter 4)
9/18/08	Learning (Chapter 5)
9/25/08	Memory (Chapter 6)
10/02/08	<b><u>Quiz 1</u></b> (Chapters 1,2,4,5,6)
10/09/08	Development Across the Life Span (Chapter 7)
10/18/08	Cognition (Chapter 8)
10/23/08	Motivation and Emotion (Chapter 9)
10/30/08	Sexuality and gender (Chapter 10)
11/06/08	Stress and Health (Chapter 11) <b><u>Response Papers Due</u></b> ( <i>no late papers accepted</i> )
11/13/08	<b><u>Quiz 2.</u></b> (Chapters 7,8,9,10,11)
11/20/08	Theories of personality (Chapter 12) Social Psychology (Chapter 13)
11/27/08	Thanksgiving. No class
12/04/08	Psychological Disorders (Chapter 14) Psychological Therapies (Chapter 15)
12/11/08	<b><u>Quiz 3</u></b> (Chapters 12,13,14,15)