



Date		Credits	3 Credits
Course Title	General Psychology	Course Number	PSY 2012
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45 Hours		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Psychology, 7/E
Stephen F. Davis
©2013 | Pearson | Published: n/a
ISBN-10: 020584684 | ISBN-13: 9780205846849

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description

The purpose of this course is to provide the students with an engaging and hands on experience. The students are expected to find new ways to apply the knowledge presented in class from research. Among the topics studied are: Beginning Psychology, Social Psychology, Health Psychology, Developmental Psychology, Cognitive psychology, and Psychological Disorders.

Learning Objectives

At the end of this course the student will be able to:

- To describe and discuss psychology its research methods and understand its origins
- To analyze behavioral neuroscience its biology and behavior and describe its nervous system
- To explain and describe the sensation, perception, psychophysics and paranormal phenomena
- To evaluate and explain memory, models of memory and other approaches to memory
- To analyze the states of consciousness and discuss the study of sleep and hypnosis
- To assess and study learning and the cognitive and social perspectives on learning
- To summarize and discuss what motivation is, theories and its specific motives
- To describe thinking, language, and intelligence and the development across the lifespan
- To discuss sex and gender and describe the similarities and differences between males and females
- To identify and analyze personality, trait approaches and the social-cognitive perspective

- To evaluate psychological disorders, and defining anxiety, somatoform, and dissociative disorders
- To summarize therapy and health psychology and describe social psychology and the individual in society
- To discuss the industrial, organizational, and other applications of psychology

Topical Outline and Schedule

DATE		WEEK 1
SPECIFIC OBJECTIVES	Describe the course. <ul style="list-style-type: none"> • Discuss and describe psychology, the process of research, and you • Describe and identify how to become a psychological detective • Distinguish and describe the different methods used in psychology • Assess and discuss the origins of modern psychology • Articulate and describe present-day psychology • Analyze and evaluate psychological specialties • Describe and summarize the careers in psychology 	
TOPIC (S)	Syllabus Discuss Library Orientation Course, Instructor to verify completion <ul style="list-style-type: none"> • Discuss Arthur Conan Doyle's belief in faires • Describe the guidelines of the psychological detective • Evaluate naturalistic observation and correlation research in psychology • Assess the experimental method, statistics, psychologist, and research ethics • Evaluate Wundt and the founding of psychology • Discuss Sigmund Freud and the psychodynamic perspective • Analyze the many perspectives and characteristics of psychology 	
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion of Syllabus • Whole group discussion • Participate in debate 	
HOMEWORK & ASSIGNED READINGS	Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Chapter 1 pp. 2-38 Check your progress p. 9 1-10, p. 23 1-10, p. 39 1-10	
DATE		WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss and describe the behavioral neuroscience in psychology • Identify and assess biology and behavior • Describe and discuss the nervous system • Discuss and analyze the endocrine system 	

	<ul style="list-style-type: none"> Identify and describe the neurons and describe the basic cells of the nervous system Assess and evaluate the brain
TOPIC (S)	<p>Discuss Final Class Project & Presentation, List of Topics</p> <ul style="list-style-type: none"> Define evolutionary psychology, natural selection and behavioral neuroscience Distinguish the difference between stimulus and receptors and explain each of their role Compare and contrast the peripheral versus central nervous system Describe the components of the somatic nervous system Explain the major functions of the central nervous systems Describe the components of the neuron and discuss the synapse and neurotransmitters Define and describe the function of the neural signal Analyze and describe the investigation brain function Explain the major components of the brain, the split brain, and describe the neuroplasticity
LEARNING ACTIVITIES	<p>Participate in a forum.</p> <ul style="list-style-type: none"> Instructor led group discussion Study: Key Terms Review Summary
HOMEWORK & ASSIGNED READINGS	<p>Homework: Chapter 2 pp. 41-80 Check your progress p. 50 1-9, p. 62 1-10, p. 80 1-10</p>
DATE	WEEK 3
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Describe and discuss the sensation, perception, and psychophysics Explain and describe the sensory systems and its various components Analyze what we see and describe the visual stimulus and discuss wavelength Define Perception and give examples of divided attention and pattern perception Explain and compare binocular cues from monocular cues Describe the reason why people believe in Paranormal phenomena
TOPIC (S)	<p>Discussion of student topic selection, library research, tentative bibliography</p> <ul style="list-style-type: none"> Describe and explain sensation and perception and how they work together Define psychophysics and assess Weber's law and describe the meaning of (JND) Evaluate Thresholds and explain absolute and differential thresholds Explain the various components of vision and describe the visual

	<p>pathway and receptors</p> <ul style="list-style-type: none"> • Identify and explain audition (hearing) and explain the term (Hz) • Describe the Somatosensory processes relating to the vestibular sense and the proprioception and kinesthetic sense • Define motivation and attention and the basic perceptual abilities • Discuss Gestalt principles of perceptual organization and movement • Evaluate the skeptical scientist versus the believing public when it comes to paranormal phenomena
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analysis of reading • Group discussion • Participate in a forum
HOMEWORK & ASSIGNED READINGS	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p>Due: Project Topic Due: Tentative Bibliography</p> <p>Homework: Chapter 3 pp. 83-124 Check your progress p. 96 1-11, p. 109 1-10, p. 124 1-10</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the initial studies of memory and nonsense syllables • Explain the models of memory and discuss how it can sometimes be compare to a computer • List and describe other approaches to memory and contrast the levels-of –processing model from traditional models • Name and describe the many techniques for improving memory • Discuss the physiological basis of learning and memory • Define and explain what is consciousness and describe the term daydreaming • Describe the rhythms of life and explain the study of sleep • Examine the practice of hypnosis and assess altering consciousness with drugs
TOPIC (S)	<p>Due: Project Topic Due: Tentative Bibliography</p> <ul style="list-style-type: none"> • Describe and discuss the curve of forgetting and discuss recognition and relearning • Explain and describe human memory as an information processing system • Identify and list the stages-of-memory model • Identify and describe the levels-of processing models in discussing

	<p>memory</p> <ul style="list-style-type: none"> • Describe and define the different types of long-term memory and discuss retrieval • Explain and summarize retrieval, memory wars, and memory illusions • Describe the influential factors and processing strategies for improving memory • Define amnesias and explain retrograde amnesia and the consolidation hypothesis • Describe anesthetic depth and brain-injured patients and consciousness • Define circadian rhythms and discuss the problems with circadian rhythms • Explain and discuss the stages of sleep and review the history of hypnosis • Define depressants, stimulants, opiates, and hallucinogens
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analysis of reading • Instructor led group discussion • Review summary
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Homework: Chapter 4-5 pp. 127-207 Check your progress p. 140 1-10, p. 162 1-12, p. 172 1-10, p. 190 1-10, p. 195 1-10, p. 208 1-10</p>
DATE	WEEK 5
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain and describe the process of learning • Describe what is classical conditioning and its basic elements • Identify the basic element of classical conditioning • Define and identify operant conditioning • Discuss and analyze what cognitive and social perspectives are needed for learning • Analyze and describe the role of cognition in learning
TOPIC (S)	<ul style="list-style-type: none"> • Define learning and compare and contrast classical versus operant conditioning • Define and describe the classical conditioning processes • Explain the application of classical conditioning and examine phobias and beyond • Describe and explain classical conditioning after Pavlov • Summarize the evolution and classical conditioning in relations to taste-aversion learning and preparedness • Evaluate reinforcers and discuss the basic concept of operant conditioning • Analyze beyond the basics and describe schedules of reinforcements

	<ul style="list-style-type: none"> • Describe punishment the opposite of reinforcements and the applications of operant conditioning principles • Discuss and define observational learning and give examples of its cognitive activity
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • A review of literature • Check of the reading • Group discussions
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Chapter 6 pp. 211-250 Check your progress p. 226 1-10, p. 243 1-10, p. 251 1-8
DATE	WEEK 6
SPECIFIC OBJECTIVES	<p>EXAM I</p> <ul style="list-style-type: none"> • Describe and answer the question “What is motivation?” • Explain and list the different theories of motivation • Analyze and describe the specific motives • Discuss and describe the what and the why of emotion • Identify and define the physiological components of emotion • Describe and discuss the expressive components of emotions • Assess and identify the cognitive components of emotions
TOPIC (S)	<ul style="list-style-type: none"> • List and discuss the three aspects that define motivation • Compare and contrast biological versus cognitive theories • Define hunger and describe nutrition and eating and the biology of obesity • Discuss the social and cultural factors in weight and dieting • Discuss sex and its external factors, hormones, and response mechanism • Describe relating emotions and behavior in the evolutionary perspective • Discuss the early theories of emotions and the physiological differences among emotions • Evaluate the language of emotion and discuss the development of emotions
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Participate in a forum • Instructor led group discussion • Analysis of reading
HOMEWORK & ASSIGNED READINGS	Chapter 7 253-299 Check your progress p. 260 1-10, p. 274 1-10, p.294 1-10 , p. 299 1-10
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe and discuss thinking and define images and concepts • Discuss an example of the rules approach concept review figure 8-2



	<ul style="list-style-type: none"> • Define language and describe morpheme and syntax • Discuss and explain language development progression in childhood • Identify and give examples of the stages of development of negation in the English language • Define and discuss intelligence its origins and the cultural views of intelligence
TOPIC (S)	<ul style="list-style-type: none"> • Discuss and define cognitive psychology and examine thinking • Describe the process of problem solving and analyze how to make decisions • Define creativity and explain how you measure creativity and discuss its many factors • Discuss language development and the acquisition of language • Describe the American sign language and discuss thinking and language • Analyze the history of intelligence testing, principles of psychological tests • Discuss the extremes, kinds, misuse of intelligence test
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Group discussion • Carry out a micro-class • Review: Chapter Summary
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Chapter 8 pp. 301-345</p> <p>Check your progress p. 317 1-10, p. 326 1-10, p. 246 1-10</p>
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the basic issues in developmental psychology • Discuss development from conception to birth • Evaluate and analyze development in infancy • Identify and assess the psychosocial development in childhood • Explain the cognitive development in childhood • Discuss and explain the development in adolescence • Define and discuss early adulthood and the development changes and traits • Describe and assess middle adulthood and late adulthood • Analyze and describe death, dying, and bereavement
TOPIC (S)	<ul style="list-style-type: none"> • Describe the nature and nurture found in basic issues in developmental psychology • Describe the research methods in developmental psychology • Analyze heredity and prenatal development in conception to birth • Evaluate the sensory abilities and describe how newborn learn maturation

	<ul style="list-style-type: none"> • Define and describe temperament, personality development, attachment, the fathers' role, day care and the peer group • Restate Piaget's theory and discuss moral development • State the physical, cognitive, intellectual, personality, and social changes in childhood, adolescence, early, middle, late adulthood • Discuss and describe attitudes toward death and describe how to confront death • Explain bereavement, grief, mourning and support
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Group discussion • Check of the reading • Analysis of reading
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 9 pp. 349-397 Check your progress p. 362 1-10, p. 375 1-10, p. 389 1-13, p. 398 1-9
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe and discuss sex and gender • Explain the similarities and differences between males and females • Define and describe the social issues related to sex and gender in education, work and careers, and family responsibilities • Define and describe the biology of sex • Discuss and identify sexual orientation • Analyze and assess transgender issues
TOPIC (S)	<ul style="list-style-type: none"> • Describe the gender differences in sexual attitudes and practices • Evaluate the development of gender roles and describe gender stereotyping • Explain the cultural differences in views of masculinity and femininity • Describe the biological differences and assess facts versus fiction • Discuss the cognitive realm and the social realm relating to male and females • Define and sexism and describe and define sexual harassment in the workplace
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analysis of the examples raised in class • Instructor led group discussion • Review: Key Terms
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 10 pp. 401-434 Check your progress p. 416 1-9, p. 422 1-9, p. 435 1-10
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss and describe analyzing and defining personality • Identify trait approaches and discuss the factors of personality

	<ul style="list-style-type: none"> • Describe and analyze the biological factors in personality • Explain and describe the psychodynamic perspective and its basic concepts • Define and describe the behavioral perspective and discuss its basic premises • Evaluate and discuss the social-cognitive and humanistic perspective
TOPIC (S)	<ul style="list-style-type: none"> • Describe and discuss assessing your personality and ask the question “Is behavior consistent?” • Evaluate and describe the many different personality theories • Explain and describe the categorization of traits by Hans Eysenck • Discuss the “Big Five” traits and contrast the alternatives to the big five • Analyze early biological approaches, twin studies, and personality and the evolutionary perspective • Explain the structure of the mind and defense mechanism • List and name the stages of psychosexual development • Summarize the application and evaluation of the behavioral perspective • Compare and contrast learning and cognitive perspectives • Discuss the views of Abraham Maslow and Carl Rogers in the humanistic perspective
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion • Carry out a micro-class • Analysis of assigned reading
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Chapter 11 pp. 437-475 Check your progress p. 452 1-10, p. 459 1-10, p. 468 1-10, p. 476 1-10</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe and define abnormal and dysfunctional behavior • Analyze the classifying and counting psychological disorders • Classify and judge anxiety, somatoform, and dissociative disorders • Evaluate and describe mood disorders • Define and analyze schizophrenia and name its symptoms • Explain and discuss personality disorders and sexual disorders
TOPIC (S)	<ul style="list-style-type: none"> • Explain and describe the criteria of abnormality behavior • Summarize a working definition of abnormal behavior • Describe and explain the concept of insanity • Classify and illustrate the models of abnormal behavior • Discuss the prevalence of psychological disorders • Define anxiety, somatoform, dissociative, mood disorders

	<ul style="list-style-type: none"> Describe the major depressive disorders and discuss the causes of mood disorders List and describe the symptoms, subtypes, and causes of schizophrenia
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discussion Study: Key Terms Instructor led group discussion
HOMEWORK & ASSIGNED READINGS	<p>Due: First Draft of Final Project Chapter 12 pp. 479-530 Check your progress p. 487 1-10, p. 502 1-10, p. 514 1-10, p. 524 1-10, p. 530 1-10</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> Discuss and describe therapy through the ages of history Describe and identify the psychologically based therapies Explain and discuss the effectiveness of psychotherapy Analyze and identify the different biomedical therapies Define and explain humanistic, cognitive, behavior, cognitive and group therapies Define self-help and discuss and explain psychotherapy and the needs of diversity Explain and assess when to begin psychotherapy and what to expect Define pharmacotherapy, electroconvulsive and psychosurgery therapy
TOPIC (S)	<ul style="list-style-type: none"> Discuss and evaluate the history of therapy Explain the role of asylums and hospitals through history Describe the use of moral therapy and state mental hospitals Discuss new forms of treatment and describe the deinstitutionalization policy Explain where people go to receive treatment and define biomedical, psychological and psychotherapy List and describe their types of therapist and their training Table 13-1
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Participate in a forum A review of the literature Review Summary
HOMEWORK & ASSIGNED READINGS	<p>Chapter 13 pp. 533-568 Check your progress p. 539 1-10, p. 555 1-10, p. 560 1-10, p. 569 1-10</p>
DATE	WEEK 13
SPECIFIC	<ul style="list-style-type: none"> Describe and give a brief overview of health psychology

OBJECTIVES	<ul style="list-style-type: none"> • Discuss the resilience and positive psychology • Describe the general adaptation syndrome related to stress and illness • Explain the causes of stress and illness that occur in everyday life • Discuss and explain lifestyle influences on disease risk • Evaluate and identify how to cope with stress and what can be done to overcome stress
TOPIC (S)	<ul style="list-style-type: none"> • Identify and analyze the main sources of stress in your life • Evaluate and explain what makes events so stressful • Explain and discuss how stress can and disease may be related • Define and describe smoking, heart disease, diabetes, AIDS, and stress in the workplace • Summarize the psychological moderators of stress in your life • Describe and assess reducing arousal with relaxation and physical activity
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Instructor led group discussion • Study: Key Terms • Carry out a micro-class
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project Chapter 14 pp. 571- Check your progress p. 579 1-9, p. 590 1-9, p. 596 1-10</p>
DATE WEEK 14	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss and describe the social psychology and culture • Describe and evaluate the social cognition and discuss the impression formation • Analyze the components of attitudes and define affect, cognition, and behavior • Explain and define interpersonal relations • Describe and explain social influences and how it effects behavior • Evaluate and assess the individual as part of a social group
TOPIC (S)	<ul style="list-style-type: none"> • Define and describe social psychology, ethnocentrism, individualism, and collectivism • Discuss and evaluate social judgments and explain the attributing causes to behavior • Describe and analyze the functions of your attitudes • Recognize and describe how you measure attitudes and how they are formed • Explain the characteristics of attraction, friendship, love and prosocial behavior displayed in interpersonal relations • Describe and define persuasion and obedience and its assessment of social influences

	<ul style="list-style-type: none"> • Describe and explain social facilitation and social loafing • Summarize group interactions and group decisions and discuss prejudice and discrimination related to social groups
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Instructor led group discussion • Analysis of reading • Participate in a forum
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 15 pp. 599-637 Check your progress p. 609 1-10, p. 622 1-10, p. 638 1-11
DATE	WEEK 15
SPECIFIC OBJECTIVES	Final Project Final Presentation Final Exam <ul style="list-style-type: none"> • Describe the “I” and the “O” of industrial/organizational psychology • Compare and contrast industrial versus organizational psychology • Define Industrial and organizational (I/O) psychology • Discuss the U.S. Laws and their effects on human resources psychology • Discuss the types and examples of test commonly used for employee selections • Discuss and explain the human-factors of psychology • Evaluate and assess other applications of psychology in the real world
TOPIC (S)	<ul style="list-style-type: none"> • Describe and define person-machine systems and workplace design • Define and discuss ergonomics and engineering psychology • Describe and explain forensic psychology • Define and describe community and environmental psychology • Discuss and analyze occupational health and sport psychology • Evaluate and discuss human performance in extreme environments
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analysis of reading • Review: Summary • Group discussion
HOMEWORK & ASSIGNED READINGS	Chapter 16 pp. 641-663 Check your progress p. 655 1-10, p. 664 1-10

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make

them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Abnormal Psychology: An Integrative Approach by David H. Barlow, V. Mark Durand (Hardcover-February 7, 2011)
- Essentials of Psychology by Douglas A. Bernstein (Loose Leaf-January 1, 2010)
- Social Psychology by Saul Kassin, Steven Fein, Hazel Rose Markus (Hardcover-January 28, 2010)
- Developmental Psychology: Childhood and Adolescence by David R. Shaffer, Katherine Kipp (Hardcover-January 14, 2009)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F



Do not count on a curve!

Generally, the grades "A" through "C-" are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the "I" grade becomes an "F".

Distribution of Grade Elements

Homework:	15% (5% each)
Exams I, II, III:	30% (10% each)
Final Presentation:	30% (15% each)
Final Research Project:	25%
Total:	100 %

Date Syllabus Was Last Reviewed: 11-10-12