

**PSY 105 General Psychology  
Sections 501, 502, 503  
Fall Semester, 2015**

**Instructor:** Joseph Barbour, Ph.D.

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**Office Hours:** Mondays 9:00-10:30; 12:00-1:30. Tuesdays 10:00-10:30. Wednesdays 9:00-10:30; 12:00-1:30. Thursdays 10:00-10:30. Or by appointment.

**Course Description:** Overview of the major content areas in psychology. Topics to be covered include learning, cognition, perception, motivation, biological systems, social psychology, abnormal psychology, development, personality, and approaches to psychotherapy.

**Broad Learning Goals**

A. Students will develop an understanding of empirically known factors that underlie, shape, and sustain their individual sense of self and their relationships to others.

B. Students will develop a conceptual understanding of important behavioral principles, theories, and applications.

C. Students will recognize and understand principles of scientific and critical thinking and be able to appreciate how this knowledge applies to their lives.

D. Students will become clear and effective communicators.

**Student Learning Outcomes**

A. Students can identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.

B. Students can identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.

C. Students identify and critically evaluate psychological research methods.

D. Students analyze empirical data.

E. Students assess the significance and importance of research reports.

F. Students communicate clearly and effectively in a written format

**Instruction:** A number of learning methodologies, based on adult learning theory, are employed in this class. Students are expected to take an active role participating in class discussions. For each section covered in this class, students may be assigned by groups to assist the instructor in presenting relevant material. Some operational techniques will be used as such as the showing of videos, group presentations, and role-playing.

**Attendance:** Since this class requires high levels of student participation, regular attendance is necessary. Life sometimes presents a necessity of missing a class. However, following three absences, each additional absence will reflect in the Participation Grade. The Participation Grade will be the percentage of classes in which the student is present as compared to the total number of classes. Two tardies, either arriving late or leaving early, will count as one absence. An excess number of absences, five or more, may result in the student being dropped from the course.

**Grading Policy:** 100-98=A+, 97-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-67=D+, 66-63=D, 62-60=D-, 59-0=F

**Grading:** Grades will be based on the following required activities. Each activity is weighted equally,  
Three tests  
Professional Journals Assignment  
YouTube Videos Assignment  
Participation

**Extra Credit:** Extra Credit can be arranged through the instructor. This instructor encourages you to use skills that you have developed in other areas of learning and apply them to psychology to earn extra credit. For example, digital art students are welcome to create a project using those skills and apply them to an aspect of psychology. Extra credit projects must be approved by the instructor.

**Equal Access Services/ADA:** In accordance with University Policy 2310 and Americans with Disabilities Act (ADA), any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. For further information, contact the Accessibility Resource Center at 925-8560.

**Tutoring:** Student Support Services provides any number of supportive services to insure that you succeed in your academic endeavors. Among other services, tutoring is offered on a walk-in basis. You can also call 925-8574. If you feel that you are getting behind, or overwhelmed, go there. Experience what they have to offer. This is one of those deals where you put off calling or going, and then when you do go, you kick yourself for waiting so long.

**Academic and Behavioral Issues:** This class will follow UNM's policy on academic dishonesty and behavior as described in the 2013-2015 Online Catalogue. Behaviors that challenge a sense of safety, loss of dignity, or rudeness will result in a student being asked to leave the classroom. Unruly behavior and/or academic dishonesty such as plagiarism may result in being dropped from the course.

**Food and Drink:** Water is permitted in a closed container. If you have special dietary needs, please see the instructor.

**Cell Phones/Technology:** Please insure that all cell phones are turned to silent and put away during class time. If a work or family situation dictates that you have your cell phone available, please let your instructor know prior to class. Other forms of technology being operated during class time should be focused on enhancing the student's understanding of the topic being discussed.

**Late Work:** Please see the instructor if you have an assignment that will not be turned in on time.

**Professional Journal Assignment:** Each student will find and summarize five professional journals on one psychological topic of the student's choice. Please follow the format as written. These papers are due on or before **March 12, 2015**.

### **The Reason**

A primary task of every student of psychology is developing the ability to distinguish between popular psychological science and peer-reviewed, research based truth. Knowing where the myths abound and where the truth is found is the basis for every form of research for every level of study.

Once the research is completed, it must be determined if it is important enough to be added to the base of scholarly knowledge. The primary source of this knowledge is referred to as peer reviewed journals, meaning that the research was submitted for review by scholars and professionals in the area being researched. This panel of experts determine if the research was conducted scientifically, and if the information discovered is unique and worthy to be passed to others in the field. This creates a source of knowledge in every scientific field that can be used as a base to find new truths.

Technology has made this information accessible and easy to use. This project will teach you not only how to use this knowledge as a base for your research papers, but also that the process is simple...and interesting.

This project requires you to find **five peer reviewed articles** on any topic that is covered in our text. Hopefully, you will select a topic that impacts you or someone you care about. Please use the following format for each of the five articles. Each article will require its own report. The report for each journal article should be no longer than two pages.

**Format for Journal Articles (The Library is creating a new system of accessing materials, including “peer reviewed journals.” Please check with the instructor if the following does not work or you have difficulty navigating the new system.)** To locate the articles sign into My UNM. Click on Library. Click on Quick Search. Click on Databases by Subject—from the Drop Down Menu select Psychology. A new screen with options will appear—select either PsycArticles or PsycInfo. Enter your UNM ID and Password.

Begin your search by entering key words into the Boolean Search. Use the filters on this page to help narrow your search. The results of your search will be a list of article titles. When you find one that appears to be of interest, open it using the PDF option immediately below the title. The article should look just like an article in an actual journal.

Now you can read the “abstract,” which is located at the beginning of each journal article and is a summary of what information the article contains. If this seems to be the information for which you are searching, begin using the following format.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

I. Topic Selected: This will be the same for all five articles.

II. How Reference Would Appear in APA Format: If you were using this selected article as a reference for a paper, how would the reference appear in your paper in APA format? Please note that this database will do the work for you. If you have clicked “PDF option” to open the article, you will see links on the right of your screen. As you place the cursor over the links, one will say Cite. Use that link to pull up the reference information for the article that you have selected. Copy and paste the APA format to Roman Number II.

III. Structure of Article: (Peer reviewed articles have specific major subtitles that usually appear in order). All that is required in this section are just the words. You do not need to explain or explore. The goal here is for you to learn that every scientific article typically has the same format.

IV. Brief summary of article:

IV. Five bits of information that I learned:

- 1.
- 2.
- 3.
- 4.
- 5.

**Grade is determined by the following:**

1. One topic for all five journal articles—10 points
2. The topic is covered in our text—10 points
3. The student has made it clear that articles were selected in which new information was received—30 points
4. The article summary is clear, concise, and accurately reflects the research conducted—30 points
5. APA format is correct—20 points

**YouTube Video Assignment:** Each student will view **ALL** of the YouTube videos listed below to enhance, fill in gaps, and provide an alternative learning experience for some of the material covered in class or in your text.

**Please use the format at the end of this section to create a short review of each video. You will turn in your review to the instructor on or before February 20, 2015.**

- *How The Brain Works*, by msthinkology
- *Neurons and How They Work*, by psy1113
- *Synapse Structure and Function*, by likeeley
- *How Children Acquire and Produce Language (BBC, 2001)*, by intrepidpolymath
- *Language and the Brain (BBC 2004)*, intrepidpolymath
- *Milgram Experiment (Derren Brown)*, by philosophyblackbelt
- *Managing Stress-Brainsmart*, bbc

**Please use the following format when viewing a video.**

**YouTube Review Format:**

1. Topic viewed: (Title and what this video is addressing) No more than five sentences
2. Five things that I learned from watching this video:
3. Two ways in which I will use this information

**Materials Used In Class:**

Title: Introducing Psychology  
Authors: Schacter/Gilbert/Wegner/Nock 3rd Edition:  
Publisher: Worth, ISBN-10: 1-4641-5431--7

**Course Content:**

Chapter 1: Psychology: Evolution of a Science

History of Psychology

Evolution of Psychological Theories

Chapter 2: Methods in Psychology

Research Methods, Culture, and Ethics

Chapter 3: Neuroscience and Behavior

Neurons, nervous system and the brain

**TEST 1**

Chapter 4: Sensation and Perception

Our senses and how they work

Chapter 5: Consciousness

Consciousness and altered states of consciousness such as sleep, drugs, hypnosis

Chapter 6: Memory

How to remember, how to forget

**TEST 2**

Chapter 7: Learning

Classical, Operant, Observational and all of the rest

Chapter 8: Emotion and Motivation

Why we do the things we do

Chapter 9: Thought, Language and Intelligence

Chapter 10: Development

Overview of human development from birth to death

Chapter 14: Psychological Disorders

**TEST 3**