

PSY 105 General Psychology
2017 Spring Semester
Section 501—CRN 33668, MW, 9:00-10:15 Room C-103
Section 502—CRN 34820, MW, 10:30-11:45 Room A-101
Section 503—CRN 38945, TTh, 1:30-2:45 Room C-103

Instructor: Joseph Barbour, Ph.D.

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Office Hours: Mondays 8:00-9:00; Tuesdays 8:00-9:00, 12:00-1:30; Wednesdays 8:00-9:00; Thursdays 12:00-1:30. 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. By the end of the course, students will be able to demonstrate acquisition of both factual psychological knowledge and the ability to conceptualize and apply psychological knowledge to their own behavior, to ways of interacting with others and to their roles in culture and society.

B. By the end of the course, students will be able to apply principles of the scientific method and critical thinking.

C. By the end of the course, students will be able to summarize and interpret scientific journal articles and explain how reported findings may affect themselves, as well as their communities, culture, and society.

Instruction: This course will incorporate a learning system from Pearson Publishers called REVEL. This instructional program provides your textbook in electronic form. As you read each assigned chapter you will discover embedded videos and other enhancements that aid in understanding and in retention of the material. At the end of each chapter will be a quiz. You will have multiple attempts at each question, as well as the opportunity to return to the text to review the material so that you will answer the questions correctly. At the end of the semester, your percentage of correct answers will be averaged the same as a test score in evaluating your final grade. **In class instruction and assistance will be provided to insure that your account is established correctly.**

In addition, 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, three 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
Final Grade for REVEL End of chapter quizzes
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 2016-2017 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.

TITLE IX: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

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.

******Please note that the Professional Journal Assignments turned in by the due date will receive an A. If turned in two weeks after the due date, the grade will be B. Three weeks after the due**

date the grade will become a C. If these assignments are not completed, it becomes a mathematical impossibility to pass the class with a C- or better.

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 **February 22, 2017**.

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 one page.

Using the Library Tool for Finding Journal Articles: To locate the articles use your search engine to go to Valencia.unm.edu/library.

- On the opening page of the library website (Valencia.unm.edu/library), click on *Find Articles/Databases*.
- On the page that appears click on *List of Databases A-Z (New Beta List)*.
- Click on P at the top of the page that appears.
- Scroll to the bottom of that page and click on *Page 2*.
- PsycARTICLES should appear. Click on it.
- Click on the following words that will appear in blue—Search Collection Directly at the Provider.
- Now 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 if you wish. 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 Full Text** 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 Full Text option" beneath the title 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. Click on Cite and 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.

A sample of how one page of the completed assignment will appear:

This sample is an edited version of a student's turned in assignment.

Used with permission.

Name:

Date:

I. Topic: Obsessive-Compulsive Disorder

II. APA Reference Format:

Van Dael, F. F., van Os, J. J., de Graaf, R. R., ten Have, M. M., Krabbendam, L. L., & Myin-Germeys, I. I. (2011). Can obsessions drive you mad? Longitudinal evidence that obsessive-compulsive symptoms worsen the outcome of early psychotic experiences. *Acta Psychiatrica Scandinavica*, *123*(2), 136-146. doi:10.1111/j.1600-0447.2010.01609.

III. Structure of Article

- Abstract
- Introduction
- Methodology
- Results
- Discussion
- References

IV. Brief summary of article

This article discusses the results of a study that was conducted to determine relationships between OCD and psychotic illnesses such as schizophrenia. Subjects were contacted at three points over a period of 3 years: at baseline, 1 year thereafter and again 2 years after. Data was collected from

the subjects through interviews. The results of this population-based study showed an association between OCD and psychosis.

V. Five facts I Learned

- It is common for people with OCD to suffer from other mental illnesses
- Great care is taken to have a diverse population when performing a study
- OCD may lead to other disorders
- OCD can result in persons becoming delusional
- OCD symptoms can predict disorders with the need for care

Materials Used In Class:

Title: Psychology, An Exploration, 3rd Ed (Electronic Version)
Ciccarelli, White

Course Content:

Chapter 1: The Science of Psychology (REVEL Quiz due 1/19/17)

Chapter 2: The Biological Perspective (REVEL Quiz due 1/26/17)

Chapter 3: Sensation and Perception (REVEL Quiz due 2/2/17)

Chapter 4: Consciousness (REVEL Quiz due 2/9/17)

TEST 1

Chapter 5: Learning (REVEL Quiz due 2/16/17)

Chapter 6: Memory (REVEL Quiz due 3/2/17)

Chapter 7: Cognition: Thinking, Intelligence, and Language (REVEL Quiz due 3/9/17)

Chapter 8: Development Across the Life Span (REVEL Quiz due 3/23/17)

TEST 2

Chapter 9: Motivation, Stress, and Motivation (REVEL Quiz due 3/30/17)

Chapter 10: Social Psychology (REVEL Quiz due 4/6/17)

Chapter 11: Theories of Personality (REVEL Quiz due 4/13/17)

Chapter 12: Psychological Disorders (REVEL Quiz due 4/20/17)

Chapter 13: Psychological Therapies (REVEL Quiz due 11/18/16)

TEST 3