Course Description

This course will provide you with a comprehensive introduction to the discipline of Psychology. You will quickly see that Psychology is quite a broad field. A central point of focus to navigate us through all our field’s diversity is this question: "What is the mind, and how does it work?"

The reading and class time will involve us in trying to answer these questions together. I will be searching for answers along with you. We will use the 7 major theories in psychology to answer this and other important questions. Finally, there is a practical component to this course. So, in addition to learning about the major concepts and theories of the discipline of Psychology, we will be focusing on how we might use these concepts and theories to address the concerns and problems we face in our everyday lives.

Course Format and Your Role

This course will be a mix of lecture, seminar, class discussions, role-plays, and group problem-solving activities. The course, and your performance in it, will be optimal if you prepare for class by doing assigned readings, complete study questions, come to class, and have at least one question on your mind before lecture begins. A helpful rule of thumb for this class is that for each hour of class time, you should be doing 2 hours of reading and study. That translates into 6 hours per week of homework outside of class. It might sound like a lot, but it’s only about 1 hour per day. But with your other classes, your study time could add up to almost a full-time job.

Also, I ask that you turn your cellphones and other devices on vibrate before class starts. Unless required for group work or assignments, electronic devices should not be out while class is going on. I will also be doing an extra credit research project on cell phone use in which you can earn as many as 10 extra points. Also, coming in late for class and/or leaving early while class is going on is very distracting for both me and the other students. I ask also that you come to class on time and leave when it’s over.

Course Learning Outcomes

Students will:

- articulate and employ the 7 major perspectives of psychology to common human behaviors, situations, and struggles
- critically evaluate and shift among the major perspectives when required
- compare the strengths and weaknesses of the 7 theories
- create an intervention, policy, or treatment plan designed to solve and identified individual or social problem using the 7 theories and evaluate its probable effectiveness

Text

We will be reading Griggs Psychology: A Concise Introduction (5th Edition). You will need to purchase the book. I think that you will find this book very reader-friendly, but some of the terms and concepts might be confusing to you at first. Don't worry! This is your class, so
please don't hesitate to ask me in class for clarification about anything. The only stupid question is a question not asked.

**Special Needs**

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

**Grading**

Your grade will be based upon your performance on several assignments. We will be having two exams; one is an in-class midterm and the final will be administered on 4/29/11 from 11:00-1:00 p.m. I do not give make-up exams except in cases of documented medical emergencies. We will also be doing 4 smaller projects in class. We will take portions of each class to work on these. Each class will also involve small graded assignments. Except for in class writing, ALL written work is to be typed on 8.5 X 11-inch paper with 1-inch margins all around. Please also use 12-point font (NO LARGER).

I want everyone to do well in this class. Sometimes that doesn’t happen for everyone. If you find that you are struggling, please come to me for help EARLY and I will do all I can to address your concern and get you the help you need. You will do well in this class if you come to class, do the reading, follow the class discussion, and try to get involved as best you can. Given that I strongly believe that you learn not only from me, but from each other, it is very important that you show up to class. When you are gone, it is like one of the teachers is out. All in all, here is the breakdown of your grade out of 100 points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>In Class Assignments (24)</td>
<td>24 pts.</td>
</tr>
<tr>
<td>I’ve Always Wondered Why 1</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Contemporary Problem 1</td>
<td>15 pts.</td>
</tr>
<tr>
<td>I’ve Always Wondered Why 2</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Contemporary Problem 2</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Final Exam (4/29, 11:00-1:00 p.m.)</td>
<td>16 pts.</td>
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*Late work will be docked a letter grade for each 24 hours the paper is late.* I will only make exceptions for penalties for late work if you provide a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

Please carefully review the following information at this link https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.
If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678) 839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency.” This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

**Special Needs**

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

**Support for courses**

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<thead>
<tr>
<th>CourseDen D2L Home Page</th>
<th>Student Services</th>
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| **D2L UWG Online Help** (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu |
| **Center for Academic Success**  
678-839-6280 |

| **24/7/365 D2L Help Center**  
Call 1-855-772-0423 |
| **Distance Learning Library Services**  
**Ingram Library Services** |

| **University Bookstore** |
| **Accessibility Services**  
678-839-6428  
counseling@westga.edu |

**Class Schedule**

Week 1: Introductions  
1/6: Introductions/Welcome, preliminary concepts and goals; syllabus  
1/8: Introduction to the 7 Theories; Biological (Trait theory); Griggs, pp. 333-334; 354-358

Week 2: Introduction to the 7 Theories  
1/13: Humanistic & Cognitive Psychology; Griggs, pp. 346-353  
1/15: Psychoanalytic, Transpersonal; Griggs, pp. 334-345

Week 3: Introduction to the 7 Theories  
1/22: Behavioral & Critical Theory; Read “Behavioral Personality” on courseden and listen to “Critical Psychology” lecture on Courseden  
1/27: In class preparation for upcoming assignments

Week 4: Behaviorism  
1/29: Classical Conditioning; Griggs, pp. 151-163
2/3: Operant Conditioning; Griggs, pp. 163-179

Week 5: Critical Psychology
2/5: Social Psychology; Griggs, pp. 371-381; 400-411
2/10: Social Psychology; Griggs, pp. 381-389; 400-411

Week 6: Biological Psychology
2/12: Neuroscience; Griggs, pp. 43-55; 59-65
2/17: Brain Structure; Griggs, pp. 65-82

Week 7: Biological Psychology & Projects
2/19: Development; Griggs, pp. 299-310
2/24: **Always Wondered Why? project 1 due**

Week 8: Evaluations
2/26: **Midterm exam**
3/2: **Contemporary Problem & Intervention project 1 due**

Week 9: Cognitive Psychology
3/4: Thinking and Intelligence; Griggs, pp. 243-252
3/9: Cognitive Aspects of Learning; Griggs, pp. 253-265

Week 10: Psychoanalysis
3/11: Freudian Theory; Griggs, pp. 334-343; 321-323
3/23: Dreams and clinical applications; Griggs, pp. 464-465

Week 11: Psychoanalytic and Critical Psychology (plus 5 others)
3/25: Abnormal Psychology; Griggs, pp. 427-446
3/30: Abnormal Psychology; Griggs, pp. 446-453

Week 12: Humanistic Psychology
4/1: Maslow & Motivation; Griggs, pp. 346-348; 179-183
4/6: Rogers and the Therapists; Griggs, pp. 349-350; Read “Martin-empathic listening” on courseden

Week 13: Transpersonal Psychology
4/8: Jungian Theory; read pp. 1-8 in Dillon’s “Reassembling” article on courseden
4/13: Therapeutic Approaches; read pp. 160-165 in the “Transpersonal-Contemplative” article posted in courseden

Week 14: Psychotherapies and Growth
4/15: Biological, Cognitive, & Behavioral Therapy; Griggs, pp. 455-463; 468-469; 411-416; 466-468
4/20: Psychoanalytic, Humanistic, Transpersonal, & Critical Therapy; Griggs, pp. 464-465; 465-466
Week 15: Summary and Practice/Project Showcase/Exams/Evaluations
4/22: Always Wondered Why? project 2 due
4/27: Contemporary Problem & Intervention project 2 due

Final Exam: April 29, 11-1 p.m.