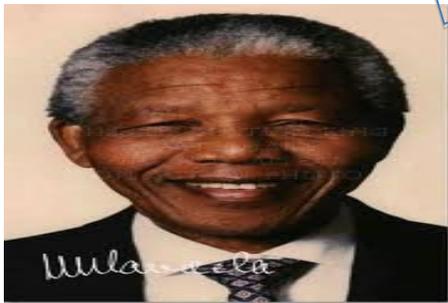


**Quote for
Thought...**

**Nelson
Mandela**

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure..”



Los Angeles Mission College

**Psychology one: Introduction to Psychology, Spring
2013**

Section #: 3297 6:50 PM to 10:00 PM Thursday

Location: HFAC 108

Los Angeles Mission College Main Campus

Instructor: **Mark Dennis, M.S.**

Email: markd873@yahoo.com or dennisma@lamission.edu

Phone: (818) 802-2494 or (818) 364-7600

Office Location and Office Hours: location TBA. Hours: Thursday 10:00 to 10:25 PM

Required Text:

Title: **The World of Psychology seventh edition** Author: **Wood, Wood, & Boyd**
ISBN: **0205763731**

Los Angeles Mission College Official Course Description:

“This introductory psychology course covers biological foundations of behavior, various theoretical perspectives including learning, personality, and intelligence theories as well as experimental and research methodology.” (Mission College General Catalog).

Teaching Philosophy

I am obviously biased in this, but I think that this is probably one of the most important classes you will ever take. Simply put, psychology is everything. The way that we think, feel, and behave plays a role not only in our own personal lives, and experiences but it is also a factor in how governments and economies operate, how societies rise and fall, and how we behave as consumers. In this class we will explore the work of various theorist (both foundational and modern) and approach human behavior as a science in which we can make reliable predictions. Superseding that however, we will explore how these theories relate to everyday life (and they absolutely do). We also will explore how psychology is used to influence the way that we think and feel (and therefore behave) by advertisers, marketers, and governments. This is an interactive class and student participation is essential. I also believe that if a topic is worth covering, it is worth covering well. Generally speaking, I have chosen to cover a relatively small number of topics in considerable detail. While I have an outline for each class, I try to provide enough flexibility for discussion to occur organically.

Student Learning Outcomes:

After completing this course, students should be able to:

Explain and describe one of the four goals of psychology.

Demonstrate basic knowledge of the parts of the brain and nervous system through an essay quiz.

Analyze psychological disorders and their causes and treatment options.

Compare and contrast two theories of psychological development.

My Objectives

Students will understand how absolutely and infinitely powerful the human mind and brain are.

Students will understand how people who understand how our minds and brains work use this knowledge to control our behavior

Students will understand how to use knowledge of how our minds and brains work to improve physical, mental, and emotional well-being.

Course Requirements:

Exams (tentative): There will be four or five in-class exams (including a non-cumulative final). Exams may include multiple choice, true/false, fill-in-the-blank, short answer, and take home and in class essay questions. You must bring a SCANTRON (882E) to class on each scheduled exam day. Exams will begin on time. Once the first person has completed their exam and left the classroom, no other exams will be given out. I DO NOT give makeup examinations. I do however drop your lowest exam score. If you miss an exam, that is your lowest score. The use of electronic devices while taking an exam IS NOT allowed. Please ask permission if you need to leave class during an exam for any reason. Please ensure that your name, student number, and section number are included on any exams that you turn in. Also, make sure you listen carefully and follow instructions/directives on exam day. Feedback on exams is provided within two weeks of the date of the exam.

Grade Breakdown: (475-575 points total)

Five Exams (100 points each for a total of 400 points. Your lowest score will be dropped which leaves 400 points)

Participation/response papers (75 points)

Figuring out your grade is simple at any given point. Add up the total number of points you've earned for each test you've taken, and divide by the number of tests. Participation points are not assigned until the end of the semester. These points are assigned based on your response papers.

FYI, there may be up to a two week "turn around" time for tests though I will try if at all possible to give you feedback sooner than that.

Participation/Attendance: Attendance is necessary for success in this course. Exams and assignments will include material not in the required text therefore it is in your best interest to be in class on time each class day. Roll will be taken each class session. Participation is NOT however just about being present. A total of six response papers will be assigned this semester. Each response paper is worth 20 points which means that you can miss one response paper and still earn a perfect score for class participation. Generally speaking, there is not a right or wrong answer to a response paper. Students are however required to follow specific instructions when completing a response paper. I do not under normal circumstances return response papers (unless I have specific feedback to give you). If you do not get credit for a response paper, usually that means that you did not follow the given instructions. Further information regarding participation will be discussed in class.

Active listening/contacting me: I am available by phone, email, and text. I do however ask that if you are contacting me, make sure that you are not contacting me regarding something that is addressed on the syllabus, or clearly explained in class as you may not get a response (FYI, I don't answer about 50% of the emails I receive for this reason). Oral communication is still a valid form of communication and may supersede what is on this syllabus. In addition to being in class it is also important that you listen as changes to the syllabus, test dates, assignments etc. are often announced in class. Also, try as I might, it is very difficult for me to get students "up to speed" regarding missed class work, so make sure you have contact information for at least one other person in class. If you are absent, please notify me. Please do not however send me an email or text asking me what we did in class. We either talked about psychology or took an exam, beyond that, you should plan on getting specifics from one of your classmates. Also, if you are emailing me, make sure to use basic email etiquette (include a greeting, identify yourself etc.).

Class Environment: Since critical thinking is one of the learning outcomes for this course, class participation and discussion are a vital part of the learning process and are therefore strongly encouraged. . It is my goal to create an atmosphere of trust and respect where students can feel free to dialogue with each other.

Class conduct: Cell phones and other electronic devices are NOT allowed to be used in the classroom. (Which means do not answer your phone, send text messages, read text messages, or listen to music while in class). Use of electronic

devices will result in the student being asked to leave the classroom immediately, and reductions to class participation points will follow. If this becomes a persistent problem, you MAY be dropped from the class.

Academic Dishonesty:

If a student is found engaging in any act of deception related to academic work or examinations, I may choose to report this to the Chair of the Psychology Department. Academic dishonesty is a very serious offense which may lead to receiving a grade of "F" for the examination or assignment.

Extra Credit: extra credit opportunities will be offered throughout the semester. These are typically supplemental readings/viewings that are related to the topics we discuss in class. Unless otherwise specified, I am looking for a summary of the book you read or the film you watched. In addition, I am looking for some analysis/critical thought that tells me your personal take on the material and its validity. All extra credit assignments should be typed and unless otherwise stated, should be a minimum of two pages. The number of points given for an extra credit assignment will be specific to that assignment. Generally speaking books are worth five percentage points and movies are worth up to 2.5 percentage points. Unless special permission has been granted, students are limited to one book or two movies. Extra credit opportunities are offered throughout the Semester, but are collected on the last day of class.

Academic Dishonesty:

If a student is found engaging in any act of deception related to academic work or examinations, I may choose to report this to the Chair of the Psychology Department. Academic dishonesty is a very serious offense which may lead to receiving a grade of "F" for the examination or assignment.

Plagiarism –

Plagiarism Defined

Plagiarism means using another person's work, writing, words, ideas, research, graphics, programs, music, pictures, data, and/or other creative expression without giving the other person full credit. You must enclose another person's words in quotation marks and cite your source(s), and you must give citations when using the ideas of another person, even if those ideas are paraphrased in your own words.

Using words, ideas, computer code, or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.

Plagiarism and the Internet

The Internet has become a very popular resource for information for student assignments. The same rules regarding plagiarism apply to resources found on the Internet as do to a printed source: when a student refers to work, writing, words, ideas, and the like or quotes from an internet site, he or she must cite that source. Many of the same rules apply when using visual information from an internet site; the source of the visual information or graphic must be cited. This includes definitions found online on Wikipedia, materials from blogs, twitter, or other similar electronic resources.

Useful Strategies to Avoid Plagiarizing Another Person's Work

If you copy words, sentences, phrases, and the like from a text, put what you copy in quotation marks. This is especially important when you take notes.

If you choose to paraphrase, be certain that you are not just rearranging or changing a few words. A useful technique is:

- a. Read the area you want to paraphrase carefully;
- b. Cover up the text with your hand, or close the book or computer page so you cannot see any of the words;
- c. Write out the idea in your own words without referring back to the words
- d. Check your attempt at paraphrasing against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate

At times students accused of plagiarism claim that their plagiarism occurred without their knowledge or intent. Since ignorance of this fundamental rule is not a reasonable defense, it is best to become thoroughly familiar with the various ways in which plagiarism can occur and how to avoid plagiarizing someone's work. If you have any doubts or questions, it is your responsibility to ask your teacher for clarification.

If you are found guilty of plagiarizing, you are subject to disciplinary actions up to and including suspension or termination from the program, so please study and do your best.

First offense, you will receive a zero for the assignment in question. Any further offenses may result in expulsion from the class, as determined by the disciplinary action from the Office of Student Services.

Remember: If you plagiarize:

- a. You are only cheating yourself
- b. You don't learn to write out your own ideas or thoughts in your own words, and
- c. You don't get specific feedback to meet your specific needs.

Additional Resources

Student Health (818) 362-6182

Fitness Center (818) 364-7645

EOPS (818) 364-7645

Counseling (818) 364-7655

Disabled Student Services (818) 233-3313

Transfer Center (818) 364-7656

Cal-Works (818) 364-7760

Engrade

Within the next few days, you will receive an email inviting you to join engrade. While this is not mandatory, it is recommended as handouts for the class as well as test and assignment feedback will be posted here. Signing up is simple just use the username and password that will be provided to you and follow the prompts to set up an account. I will only be setting up engrade accounts during the first two weeks of class so if you plan to utilize this site, please make sure to take care of registration within the first two weeks.

Outline of Course Topics (Tentative)

DATE	TOPIC	Selected readings from	Supplemental Extra Credit Readings
Week one	Introductions/Review of syllabus and class expectations/why study psychology?/The importance of psychology to everyday life	Chapter one	
Week two	Perspectives in psychology/the psychology of propaganda//political psychology/"age old" debates and how they relate to the modern age (nature vs. nurture, free will vs. determinism)/history of psychology	Chapter one	
Week three	Perspectives continued/social psychology/race, racism, and identity/obedience, conformity, compliance/ Milgram's original obedience study/ The Stanford Prison Experiment/	Chapter one/chapter 11	The Lucifer Effect: Understanding How Good People Turn Evil (Phillip Zimbardo)
Week four	Descriptive and experimental research methodology	Chapter two	
Week five	Biological psychology/why is what happens inside your brain important?/types of neurons/action potentials/neuronal communication/synapses/types of neurotransmitters	Chapter two/chapter 12	
Week six	Biological psychology II/overview of the nervous system/parts of the brain/what	Chapter two/chapter	When the Body Says No Gabor

	is stress?/stress and the immune system/psychoneuroimmunology/the mind body connection/psychoactive drugs/the body's ability to mimic drug effects.	12	Mate
Week seven	classical conditioning/ classical conditioning and neural networks/classical conditioning and advertising/classical conditioning and discrimination/classical conditioning and drug use	Chapter five	
Week eight	Classical conditioning (practical use and behavior change)	Chapter five	
Week nine	Operant conditioning/positive and negative reinforcement/schedules of reinforcement	Chapter five/	
Week 10	Behavior Modification what it is and how to do it	Chapter 14	
Week 11	motivation/Maslow's hierarchy of needs/self-actualization/problems with the concept of self-actualization	N/A	
Week 12	Motivation continued/biological motivation—eating behavior/eating and the brain/hormones related to eating/obesity/obesity as a reflection of changes in society/film “Food Inc.”/discussion of film	Chapter eight	Food Rules, the Omnivores Dilemma—Michael Pollan Fast Food Nation, Films: “Ingredients”, “Supersize me”, “The Garden” “Dirt the Movie”
Week 13	Motivation II/Emotion and the amygdala/the amygdala and political advertising/biological motivation—human sexuality/evolution and human sexuality/natural selection/sexual selection/reproductive strategies/the human sexual	Chapter eight	The Sexual Brain” Simon Levay The Moral Animal—Robert Wright

	response/sexual orientation/sexual orientation as a social construction/STDs/HIV and AIDS		
Week 14	/Personality/personality perspectives/psychodynamic perspective/Freud's life/psychodynamic theory and advertising/analysis of television commercials/divisions of the mind/levels of awareness/	Chapter 10	Civilization and it's Discontents The interpretation of Dreams Sigmund Freud
Week 15	Psychological disorders/ADHD/diagnosis/ADHD and the brain/increase in diagnosis/ADHD as a reflection of societal changes/depression and anxiety as reflections of societal change.	Chapter 10/chapter 13	"Scattered" Gabor Mate
	Final Exam December 12, 2013 8:00 PM to 10:00 PM	,	