



# LINCOLN UNIVERSITY

## Psychology 10: Fundamentals of Psychology

### COURSE SYLLABUS Spring 2020

**Instructor:** Prof. Jeannine Stamatakis, M.A.  
**Lecture Schedule:** Monday, 12:30 PM - 3:15 PM  
**Credits:** 3 units / 45 lecture hours  
**Level:** Introductory (I)  
**Office Hours:** By appointment  
**e-mail:** jstamatakis@lincolnuca.edu

**Textbooks:** Hockenbury, D., & Hockenbury, S. (2014). *Discovering Psychology* (6th ed.). New York: Worth Publishers. ISBN: 978-1-4641-0241-7  
**Last Revision:** January 8, 2020

### Welcome & General Thoughts

Welcome to this course! I am very excited to be teaching this class! It is important that you are present and contribute, so, please be on time, have read any material that has been assigned, and be ready for discussions.

Please be respectful in class. I want this to be a positive learning environment for all, so refrain from disruptive behavior.

When in class, please turn off your cellular telephone. Please put your cellular telephone in your purse or backpack. If your cellular telephone is out, there will be a deduction of points. Any use of your cellular telephone will cause a deduction of points. Text messaging is not allowed in class. Do not charge your phone in this class. Please no side conversations. Do note that disruptive or notably unacceptable classroom behavior will result in a deduction of points. Use respectful language. Please no tape recorders. No laptops. Please note when you come into class to close the door softly and gently behind you.

### Course Description

Introduction to psychology and the principles of human behavior and relationships. Studies in sensation, perception, learning, memory, thinking, intelligence and emotion. Emphasis is on general psychological principles. Use of individual and group exercises.

### **Expected Learning Outcomes/Course Objectives**

This is a General Psychology class; thus, it is a survey class where basic Psychology content is covered. As many of you are business students, I am also going to make sure what we learn is relevant, practical, and applicable to this field. Topics covered in the class will include (but are not limited to) sensation, perception, learning, memory, thinking, intelligence, and emotion. There will be opportunities for group learning, discussions, presentations, and lecture.

Students will learn to think critically, be able to discuss and analyze reading material, reflect on personal experiences through a journal entry and see how Psychology is present in their lives and the (business) world around them. I will be tailoring our classes to fit the interests of students as well.

After completing this course, students should be able to (1) examine and identify the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes; (2) differentiate the efficacy of various models used to explain and predict behavior and mental processes; and (3) compose appropriate applications of psychology in solving problems such as: (a) the pursuit and effect of healthy lifestyles, (b) psychological tests and measurements, and (c) psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings in their empirical evaluation.

There are no prerequisites or co-requisites for this course.

### **Methodology**

The class will be comprised mostly of lecture and group discussions. For more details regarding assignments, please look under “Grading.” As this is a Psychology class, as your instructor, I will make sure that you have a chance to not only think about the material, but also apply it to your own life and see how psychology is present around all of us on a daily basis. I expect students to be present in class to not only see how the material is impacting his/her own life, but to also view and analyze these connections, as well as to learn from your fellow classmates’ experiences as well.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

### **Required Materials**

Please bring a notebook/binder paper, pencils/pens, and the *Discovering Psychology* textbook with you each day we have class. Supplemental material will be incorporated which I will provide during each class. Do take notes!

### Grading

Attendance (Extra points will be given for participation, so, please do attend, so you can participate.

Please take notes as well as participate in small and large group discussions).

Notes	20 points
1 Midterm Exam	20 points
1 Chapter Presentation	30 points
Exam	30 points
<b>Total</b>	<b>100 points</b>

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

Please type your work. Anything you hand in should be double-spaced, 12-point font (Times New Roman or Courier) with 1-inch borders. Please proofread!

If you are not on time to present any assignment, points will be deducted. Be on time!

In regard to attendance, you are responsible for ensuring that you are enrolled in this class and for attending the first class as well as classes to follow. Students may be dropped for not attending the first class and/or for excessive absences. Students who do not attend class, do not drop the class, and have not been dropped by the instructor, are responsible for grades, fees, etc.

If you know in advance that you will be unable to make a class, let me know either by telling me or e-mailing me. Your presence is valued and important to your fellow classmates for discussions, so please do attend! If you are not available to hand something in when it is due, speak with me beforehand. Turn in assignments and be on time (I understand about extenuating circumstances once in a while, however, be timely)! This instructor reserves the right to amend the syllabus as necessary.

### Academic Honesty

Please note that turning in a paper that is not your own work, copied from another, from the Internet, or plagiarized, will result in zero points for the paper and/or an “F” course grade. Cheating, tampering, fabrication, and plagiarism will not be tolerated.

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then resubmits as his or her own.

Academic Dishonesty defrauds all of those who depend upon the integrity of the College, its courses, and its degrees and certificates. Students are expected to follow the ethical standards

in Lincoln University courses. Violations of this policy include cheating and plagiarism. For more information about Academic Honesty, visit the current college catalogue.

Please do your own work – I am interested in your thoughts and your mind!

### **Faculty Information**

My background, education, and training is in Psychology, as well as History and English. I have clinical training in Psychology/Psychotherapy, am a textbook reviewer, and am a contributor to several Psychology magazines/periodicals.

### **Additional Thoughts**

This is *our* class and it is important that everyone be heard, respected, and has a chance to be an integral part of the class! If there are specific books, news stories, or something which piques your interest, please share it with everyone. I want our class to be interesting, positive, and engaging as this is always the best way to learn!

### **Lincoln University – Psychology 10: Fundamentals of Psychology (3 Units) Schedule**

- ❖ Please complete the reading assignment prior to the Monday we start our discussion.

#### Week of January 27 – Welcome, Introduction, & Logistics

- ❖ Welcome to Psychology
- ❖ Introductions
- ❖ Syllabus
- ❖ “Psychology in Everyday Life” Discussion
- ❖ **Observation Exercise/Activity/Food for Thought: Babies**

#### Week of February 3 – Chapter 1: Introduction & Research Methods

- ❖ ***Discovering Psychology – Read Chapter 1***
- ❖ Chapter 1 Lecture/Discussion
- ❖ APA Discussion
- ❖ **Observation Exercise/Activity/Food for Thought: Toddlers & Self-Care**

#### Week of February 10 – Chapter 3: Sensation & Perception

- ❖ ***Discovering Psychology – Read Chapter 3***
- ❖ Student Presenters:
- ❖ Chapter 3 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: Dreams**

#### Week of February 17 – President’s Day (Holiday/Observed) – No Class

Week of February 24 – Chapter 4: Consciousness & Its Variations

- ❖ **Discovering Psychology – Read Chapter 4**
- ❖ Student Presenters:
- ❖ Chapter 4 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: Dreams & Meditation (p. 501)**

Week of March 2 – Chapter 5: Learning

- ❖ **Discovering Psychology – Read Chapter 5**
- ❖ Student Presenters:
- ❖ Chapter 5 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: (1) Observe your pets and (2) How are children reinforced to have, continue, or restrict certain behaviors?**

Week of March 9 – Chapter 6: Memory

- ❖ **Discovering Psychology – Read Chapter 6**
- ❖ Student Presenters:
- ❖ Chapter 6 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: What is your earliest memory?**
- ❖ **Déjà vu?**

Week of March 16 – Chapter 7: Thinking, Language, & Intelligence

- ❖ **Discovering Psychology – Read Chapter 7**
- ❖ Student Presenters:
- ❖ Chapter 7 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: Experience with intelligence tests**

Week of March 23 – Catch Up Week

- ❖ **Midterm Today!**

Week of March 30 – Chapter 9: Lifespan Development

- ❖ **Discovering Psychology – Read Chapter 9**
- ❖ Student Presenters:
- ❖ Chapter 9 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: (1) What are some boy/man v. girl/woman stereotypes? Are there different rules for the different genders?**

**(2) What are your thoughts on day care?**

Week of April 6 – Chapter 10: Personality

- ❖ ***Discovering Psychology* – Read Chapter 10**
- ❖ Student Presenters:
- ❖ Chapter 10 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: Would you describe yourself as an introvert or extrovert?**

Week of April 13 – Chapter 11: Social Psychology

- ❖ ***Discovering Psychology* – Read Chapter 11**
- ❖ Student Presenters:
- ❖ Chapter 11 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: TBA**

Week of April 20 – Test

- ❖ **Test on Monday, April 20**

Week of April 27 – Chapter 13: Psychological Disorders

- ❖ ***Discovering Psychology* – Read Chapter 13**
- ❖ Student Presenters:
- ❖ Chapter 13 Lecture/Discussion
- ❖ Group Activity
- ❖ **Observation Exercise/Activity/Food for Thought: Diagnosing**

Week of May 4 – Catch Up Day

Week of May 11 – Last Day!

- ❖ Wrap Up & Closing/Concluding Remarks