



# LINCOLN UNIVERSITY

## Psychology 10: Fundamentals of Psychology

### COURSE SYLLABUS Spring 2021

**Instructor:** Jeannine Stamatakis, M.A., M.F.T.  
**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](mailto:jstamatakis@lincolnuca.edu)

**Textbooks:** Hockenbury, D., & Nolan, S. (2019). *Discovering Psychology* (8<sup>th</sup> ed.). New York: Worth Publishers. ISBN: 978-1-319-13639-0  
**Last Revision:** January 18, 2021

### 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. I want this to be a positive learning environment for all, so refrain from disruptive behavior.

Use respectful language. Submit all work online, on time, please!

### Course Description

This course is an introduction to Psychology and the principles of human behavior and relationships. Studies in sensation, perception, learning, memory, thinking, intelligence, and emotion. The emphasis is on general psychological principles. We will use 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, 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.

### **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**

Discussion Questions/Reflections/Case Studies/Articles Responses: 100 points

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 submit 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 February 1 – Welcome, Introduction, & Logistics

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

### Week of February 8 – 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 15 – President’s Day (Holiday/Observed) – No Class

### Week of February 22 – Chapter 3: Sensation & Perception

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

### Week of March 1 – Chapter 4: Consciousness & Its Variations

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

### Week of March 8 – Chapter 5: Learning

- ❖ **Discovering Psychology – Read Chapter 5**
- ❖ 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 15 – Chapter 6: Memory

- ❖ **Discovering Psychology – Read Chapter 6**

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

Week of March 22 – Chapter 7: Thinking, Language, & Intelligence

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

Week of March 29 – Catch Up Week

Week of April 5 – Catch Up Week

Week of April 12 – Chapter 9: Lifespan Development

- ❖ ***Discovering Psychology* – Read Chapter 9**
- ❖ 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 19 – Chapter 10: Personality

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

Week of April 26 – Chapter 11: Social Psychology

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

Week of May 3 – Chapter 13: Psychological Disorders

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

Week of May 10 – Last Day!

- ❖ Wrap Up & Closing/Concluding Remarks