Introduction to Psychology at Goodman-Armstrong Creek
Course Syllabus
This may be subject to change by verbal or written notice.

Course Instructor: Mrs. Kate G. Millan, Goodman-Armstrong Creek Schools
Course Number: Psychology 102; University of Wisconsin Green Bay
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Semester/Year Fall 2014 and Spring 2015

Class Schedule: Class will be conducted Monday through Friday. If you are unable to make the start of class, you are responsible for the materials that are covered during that time period. Likewise if you must leave before the class is over, you will also responsible for that material.

Course Emphasis: This course introduces students to the systematic and scientific study of behavior and mental processes of human being and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. The methodology psychologist’s use in their science and practice will also be studied, with an emphasis of the APA Ethical Code.

Course Rationale: Introduction to Psychology is a two term course designed for high schools students to obtain college/university credit through the University of Wisconsin Green Bay while still enrolled in their high school. This is a class that is demanding and is of the same caliber of instruction that a student will have if enrolled through a traditional college/university.

Course Materials:


Materials: The following materials are also recommended for this course:

1) Three ring binder
2) Three ring binder dividers: at least 14-- one for each sub unit of psychology.
3) Three ring paper
4) Blue or black ink pen only (fax machines DO NOT read red or gel ink; please plan accordingly.
5) Recipe cards (at least 500) and something to hold and organize recipe cards.

Grading: Your grade will be determined by your performance on tests, quizzes, and other required assignments. Because this course is a University of Wisconsin Green Bay course, you may find it more difficult to earn top grades in this class than most of the other courses you’ve taken in high school before. However, most students tend to do better as the year progresses.

Setting high standards has several tangible benefits for students. You will learn a great deal of psychology, you will be better prepared for other college courses, and you will be able to apply this class to your everyday life, which is our most vital purpose.

Your specific grade formula will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily assignments and Free Response</td>
<td>40%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Notes (Checked every Monday)</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary Flashcards (As needed)</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*All grades will be rounded up to the next percentage point starting with .45 on up.*

Semester Scores: Semester scores are calculated as follows:

\[ Q1 + Q2 = X \times \frac{X}{2} = \text{Semester Grade} \]

Scale: This course runs in accordance to the University of Wisconsin Green Bay Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-94</td>
</tr>
<tr>
<td>AB</td>
<td>Very Good</td>
<td>93-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-85</td>
</tr>
<tr>
<td>BC</td>
<td>Above Average</td>
<td>84-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-74</td>
</tr>
<tr>
<td>CD</td>
<td>Below Average</td>
<td>73-70</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable</td>
<td>59-0</td>
</tr>
<tr>
<td>DR</td>
<td>Dropped Course</td>
<td>No effect</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>No effect</td>
</tr>
</tbody>
</table>

Homework Policy: All work is due to be faxed or emailed to me by the start of the class on the due date. All work must have the time and date on the top of your work that faxed or
emailed to me. I will fax or mail you the graded assignment. It is in your best interest to maintain copies of all of your work to prevent transactional problems. I will also maintain duplicate records of all work. Late work is unacceptable and will receive a zero.

When you are absent it is your duty to secure notes and assignments, as well as the tape of the missed class, for your missing time. Furthermore, should you miss any classes due to a conflict in schedule, sporting event, class meeting, or class trip, you are still responsible for the material that is covered in class, as well as the work assigned and/or handed in on that particular date. No exceptions. If you are absent due to illness, the work that was due on the date you were ill is due the day you return or you will receive a zero for that assignment. Any other work that was assigned the day you were ill, you will receive two additional days to complete, unless it is a long-term assignment, then no additional time will be granted. These policies are subject to change upon instructor approval.

As this is a University of Wisconsin Green Bay course, there will be no extra credit.

Tips for Success: As 10% of you quarterly grade, you are required to take notes. Take complete notes and date them. Put concepts and ideas into your own words. Please be sure that if you have any questions to please write it in your notes AND ask it in class. Simply put; don’t write something down if you don’t understand it! Leave some blank space on every sheet of paper for additions and clarifications. Review your notes every day. Learn to read more effectively. Read actively; don’t just LOOK at the words. Preview a chapter before you start to read it. Please don’t read an entire chapter in one setting. Don’t ignore pictures, diagrams, tables, and cartoons in your text. Finally, jot down a couple notes as you read. Frequently review your required vocabulary flashcards. They are an incredibly useful tool in preparing for your tests and also they make up 10% of your quarter grades.

Quizzes will be given approximately every two weeks, but may vary. ASK QUESTIONS. DON’T GO HOME CONFUSED OR IRRITATED!!!!!!!!! And above all remember,

“What doesn’t kill you will make you stronger.”

Course Outline
This course outline is approximate and is dates may be subject to slight modifications.

Ch. 1 Introduction to Psychology 9/3 – 9/12
Topics Contemporary Psychology History of Psychology

Goals 1) Trace psychology’s early roots.
2) Identify the work of leading early psychologists and their respective theories.
3) Summarize the nature v. nurture debate.
4) Identify some of psychology’s subfields.

Ch. 1 Psychological Perspectives / Research Methods 9/11 – 9/19
Topics Research Design, Blinding Methods, Experimental Design, Correlation, Statistics And Ethical Considerations.
Goals
1) Identify major research types and methodologies used in psychology.
2) Describe various method used in analyzing statistics. Explain the importance of statistical data and explain how it can be misrepresented.
3) Identify three principles of making samples.
4) Analyze the ethical considerations of the field of psychology.

Vocabulary Flashcards Due 9/22
Chapter One Q.T. Notes Due 9/22
Section One Test 9/22

Ch. 2 Biological Basis of Behavior 9/23 – 10/15

Goals
1) Identify and describe how the part of the neuron work together to send an interneural message.
2) Compare and contrast how nerve cells communicate versus neurotransmission. Identify six major neurotransmitters.
3) Identify the major divisions in the central nervous system and the peripheral nervous system. Describe their functions and how they can influence human behavior.
4) Identify methods for imaging the brain.
5) Identify and describe the function of major brain systems.
6) Describe the function of the endocrine system.
7) Discuss structural plasticity.
8) Analyze split brain research and the role it plays in understanding the function of our brains hemispheres.

Psychology Superhero Project 10/8
Bake Your Own Brain Project 10/10
Brain Structure and Function Poster 10/13
Vocabulary Flashcards 10/15
Chapter 2 QT Notes 10/15
Section Two Test 10/15

Ch.9 Nature v. Nurture Lifespan Development 10/16 – 11/7
Topics: Child and Adolescent Development, Nature v. Nurture, Genetics, Gender and Sex Differences, Death and Dying

Goals: 1) Discuss habitability’s application to individuals and groups.
2) Describe some ways that humans are similar despite cultural differences.
3) Describe conditions that can affect development before birth.
4) Compare and contrast various theorists (Piaget, Vygotsky, Erikson, Kohlberg) on child, adolescent, and adult development.
5) Discuss factors that lead to happiness.
6) Analyze Kubler-Ross’ stages of death and dying.

My Life Story and The Class Reunion Video Project 11/10
Chapter 9 QT Notes 11/11
Section Three Test 11/11

Thanksgiving Break 11/22-11/30

Ch.3 Sensation and Perception 11/12—12/8
Topics: Sensory Structures and Processes, Transduction, Perception Processes

Goals 1) Contrast sensation and perception, and explain the difference between bottom up and
top down processing.
2) Define and describe the major transduction processes of our sensory organs.
3) Identify the major structures of the eye, ear, pain, touch, smell, kinesthesia, and
vestibular senses.
4) Describe the interplay between attention and perception.

Perception Peer Teaching Project 12/4-12/5
Section Three Test 12/8

The TEN DAYS OF FREE RESPONSE on States of Consciousness
FRQ #1 Altered Consciousness 12/9
FRQ #2 Sleep 12/10
FRQ #3 REM 12/11
FRQ #4 Dreams 12/12
FRQ #5 Drugs 12/15
FRQ #6 Hypnosis 12/16
FRQ #7 Drug Classes 12/17
FRQ #8 Dream interpretation 12/18
FRQ #9 Drugs 12/19
FRQ #10 Effects of drugs 12/22

CHRISTMAS BREAK 12/24 - 1/4

Ch. 8 Motivation and Emotion 1/5 – 1/16
Topics: Theories of Motivation, Hunger, Thirst, Sex, Pain, Social Motives, Biology of
Motivation, Emotion, Theories of Emotion, and Expressed Emotion

Goals 1) Define motivation as psychologists use the term today, and compare and contrast four
perspectives used for studying motivated behavior. (Instinct theory, drive reduction
theory, arousal theory, Maslow’s Hierarchy of Needs)
2) Describe the physiological determinants of hunger and explain how eating disorders,
physiological forces on psychologically motivated behavior.
3) Describe the physiological and psychological determinants of thirst, sex, and pain.
4) Identify three components of emotion.

Chapter 5 QT Notes 1/16
Section Four Test 1/16
Emotion Pamphlets Due 1/16

Exam Week 1/19-1/23 No Class Goodman-Armstrong Creek

QUARTER TWO SEMESTER ONE ENDS 1/23

Ch. 5 Learning 1/26 – 2/9

Goals 1) Compare and contrast classical conditioning and operant conditioning.
2) Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination.
3) State Thorndike’s Law of Effect and explain its relationship to Skinner’s research.
4) Compare positive and negative reinforcement with positive punishment and negative punishment.
5) Describe the process of observational learning and the process of imitation.

Chapter 5 QT Notes 2/9
Chapter 5 Vocabulary Flashcards 2/9
Section Five Test 2/9

Ch. 6 and 7 Cognition 2/10 – 2/20
Topics Memory and Forgetting, Biological Basis of Memory, Cognition, Language Intelligence, and Problem solving and creativity

Goals: 1) Define cognition. Describe the role of categories, hierarchies, definitions, and prototypes in concept formation.
2) Compare and contrast algorithms, insight, and heuristics.
3) Identify and explain how factors like: confirmation bias, fixation, representative-ness, availability heuristics, bias, and overconfidence interfere with the decision making process.
4) Define and explain the basic structure and formation of language in human using Skinner’s and Chomsky’s theories.
5) Analyze the difficulty in defining, measuring, and norming intelligence.
6) Describe the difference between intelligence and brain anatomy and the role that neural processing speed plays in perceived intelligence.
7) Distinguish between the purpose of achievement and aptitude tests.
8) Discuss the measures of a good test: normabilty, reliability, validity, and stability of scores.
9) Describe the genetic and environmental influences on intelligence.

Chapter 6-7 QT Notes 2/23
Vocabulary Flashcard 2/23
Section Six Test 2/23
No Class February 26 and 27
Section Seven Research Paper 2/24 - 3/6

Ch. 12 Stress, Health, and Coping 3/9- 3/26
Topics Psychological and Psychological Responses

Goals 1) Identify how we respond to stress. Analyze the link between stress and AIDS, Cancer, Heart Disease, and immune system functioning.
2) Identify specific behaviors that cause illness and death.

Section Seven Research Paper Due 3/23
QUARTER THREE ENDS 3/23

Ch. 10 Personality 3/24 – 4/10

Goals 1) Define personality.
2) Compare and contrast the following theorists/ schools of psychology approach the phenomena of personality: Freud, Karen Horney, Carl Rogers, humanistic perspective, social cognitive perspective, and trait perspective.
3) Explain the person versus situation controversy.
4) Define self-concept and self-esteem. Discuss how people maintain these under stressful, discriminatory, or low status circumstances.

EASTER BREAK NO CLASS 4/3- 4/6

Personality Article Review Portfolio 4/7
Section Eight Open Notes Test 4/7

Ch. 13 Psychological Disorders 4/8 – 4/24
Topics Definitions of Abnormality, Theories and Types, Maladapitvity versus Psychopathology, Anxiety Disorders, Mood Disorders, Somatoform Disorders, Dissociative Disorders, Schizophrenic Disorders, Organic Disorders, and Other DSM R Classifications.

Goals 1) Identify criteria for judging whether behavior is psychologically disordered.
2) Describe the goals and the content of the DSM-IV.
3) Discuss the benefits and the detriments to using psychological label. Read and discuss On Being Sane In Insane Places. (Rosenhan, 1973)
4) Identify the major psychological disorders and explain factors that contribute to each disorder.
5) Discuss biological, genetic, environmental factors to explain psychological disorders.
6) List and define personality disorders.

**Psychological Disorder Organizer 4/27**

Ch. 14 **Therapies** 4/28 – 5/8
Treatment Approaches, Modalities of Therapy, and Prevention
Goals 1) Compare and contrast psychoanalysis, humanistic, behavioral, cognitive, and group and family therapies.
2) Discuss biomedical therapy, brain stimulation, and psychosurgery.
3) Evaluate the effectiveness of preventative mental health programs.

**Vocabulary Flashcards 5/8**
**Chapter 14 QT Notes 5/8**
**Section Nine Test 5/8**

Ch. 11 **Social Psychology** 5/11 – 5/29
Topics Group Dynamics, Social Influences, Aggression and Anti-Social Behavior, Attributions, Attitudes, Organizational Behavior

Goals 1) Describe the three focuses of social psychology.
2) Define attitude and how it can affect actions of yourself and others.
3) Evaluate the effects of Milgram’s, Asch’s, and Zimbardo’s experiments.
4) Discuss how group interaction can facilitate group think and polarization.
5) Identify three components of prejudice and the social factors that contribute to prejudice.
6) Define and outline four triggers of aggression.
7) Describe the phenomena of attractiveness, proximity, similarity, social exchange theory, bystander intervention, learned helplessness, and social norms.

**Chapter 11 QT Notes 5/29**
**Vocabulary Flashcards 5/29**
**Section Ten Test 5/29**

**Last Day of Class Goodman-Armstrong Creek 5/29**

**Final Exam Week 6/1-6/3**