Psychology 102 – Introduction to Psychology  
UW – Green Bay (3 undergraduate credits)  
Sheboygan Psychology 1 and Psychology 2 (both high school courses required to concurrently enroll for UW-Green Bay credit) 

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available before school at 7:30 am or by appointment 

Course Description:  
Understanding of behavior from psychophysiological, cognitive, social and clinical perspectives; important issues, methods and findings in the study of psychological process. 

Instructional methods will include lecture/discussion, small group work, independent reading/research, role playing and community resources. Evaluation will stress writing. 

Psychology Programmatic Outcomes 

1. Knowledge Base of Psychology  
   Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. 

2. Research Methods in Psychology  
   Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. 

3. Critical Thinking Skills in Psychology  
   Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. 

4. Application of Psychology  
   Students will understand and apply psychological principles to personal, social, and organizational issues. 

5. Values in Psychology  
   Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. 

Text(s): 


Course Emphasis/Objectives: Psychology 1 & 2 Benchmarks - 6 main areas per APA
Essential
- To develop an awareness of the complexity of human behavior.

To understand how values are consistent with social systems

To develop a better understanding of one’s own behavior as well as the behavior of others.

Essential
- To develop a cautious and critical attitude toward generalizations about human behavior.

To recognize the influence of needs and cultural values upon the generalizations that one makes about human behavior.

To recognize and accept our own needs and desires as sources of error and bias.

Essential
- To create an understanding of one's own self-concept and improve upon it.

To recognize the uniqueness of each individual.

Essential
- To understand how physiology effects the psychology of the individual

Essential
- To understand developmental changes that occur over the life span

Essential
- To understand the human cognitive processes

**Essential Questions/Understandings:**

How much effect on your mental processes does Nature or Nurture have?
How does self-esteem/identity affect our behavior and beliefs? When making critical assessments, how can we correctly use generalization and interpretation? When in society, what determines how we behave?

**General Assessment Framework:**

Students will take multiple choice and written essays with culmination in a comprehensive final each semester.

**Honors Grading Scale and Weights:**
Standard scale is applied with 60% as the lowest passing grade. Three tests each worth 400 points make up at 50% of the grade. 25% - chapter quizzes, 25% - four papers/projects (separate sheet)

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<thead>
<tr>
<th>UWGB Grading Scale</th>
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<tbody>
<tr>
<td>Letter Grade Text</td>
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<tr>
<td>A       Excellent</td>
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<tr>
<td>AB      Very Good</td>
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<tr>
<td>B       Good</td>
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<tr>
<td>BC      Above Average</td>
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<tr>
<td>C       Average</td>
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<tr>
<td>CD      Below Average</td>
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<tr>
<td>D       Poor</td>
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<td>F       Unacceptable</td>
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Philosophy:

This is an Honors class and I expect that type of discussion and behavior. You have chosen this class to challenge yourself. **You** must keep up with the reading. You are responsible for the text. I will cover some of the material in lecture, but you are responsible for all of the text that I assign. (Yeah just like college!) I will attempt to make this class as relevant as possible. We will do hands on activities that make mirror what we are reading about. I think you will enjoy the class and the challenges that you will discover.

We will cover the first 9 chapters in the first semester. The rest will be read in semester two.

What can you do now?

1. Think reading. Always Read. Keep up. Set a schedule stick to it. Review and read well before the quizzes and tests. Finals are cumulative.

2. Do not miss class.

3. Set a goal of learning psychology, if you are determined you will succeed.

4. Ask if you do not understand. During class or outside of class you need to voice your questions.

5. Take notes in class and during reading. Studies show if you write you remember. Do not just recopy the book. Notes are notes; clarifications in your own words write down examples to help you make sense.
6. Do not try to read each chapter all at once. Some are very long and full of vocabulary, and this will cause stress and failure.

7. Look at pictures, graphs, diagrams because they will help you and are not to be skipped.

8. What are your goals and priorities? Are you ready for this college class? If you value academics, then this class is for you. If you value social activities above all, then this probably is not a class for you and you should move to the regular class. If you have too many other responsibilities, such as part-time job, sports, television, family responsibilities, then this probably is not the class for you.

9. How much time you need will depend on your strengths and weaknesses. If you read well it will take less time for you to process the material. Strong correlations exist between course success and being a good reader. You need to make a commitment of time. If you are not a strong reader and do not have the time to give, this class is not for you.

10. This class will require you to have access to the internet and word processing of all assignments. The students will have to access links and web sites on various topics for research in journals such as: Psychological Bulletin, American Psychologist, Contemporary Psychology, APA’s psycnet, Psych online, and Interpsych.

Course Requirements/Schedule:

Unit 1 (History, Methods, and Approaches) (2 weeks)

- Students will be able to discuss/ recognize the 5 main schools of thought: Founders, concepts, and beliefs
- Students will have knowledge of research methods and will show these by conducting original research (including hypothesis, theory, sample, variable, and placebo). Also the advantages and disadvantages of all types of research
- Students will have knowledge of statistic types inferential/ descriptive
- Students will know ethical stands of the APA
- Students will understand the methodology of psychology and the scientific process of reasoning to explain causality
- Examine careers within psychology

Unit 2 (Biological Basis of Behavior) (3 weeks)

- Students will know/ recognize/understand:
  - the main parts of the brain: lower, mid fore brain, limbic system, lobes, strips and spinal cord; function and location. Through a diagram quiz and discussion
  - the processes of thought within the brain and mental adaptation
  - Note differences between brain scans
  - Know all parts of the nervous system, CNS, PNS and subsections
- Endocrine system
- Genetics affects on behavior
- Neurons, structure and function
- Spilt-brain research through a right/ left brain test
- Major neurotransmitters
- Assess the effects of genetics and environment on the brain

Unit 3 Sensation and Perception (3 weeks)

Students will be able to understand/ know/ recognize:
- Thresholds of Senses - Weber’s and JND
- Mechanisms of attention and adaptation
- Parts of eyes and ears and function
- Process of perception- Location
- Concepts of adaptation and constancy
- Explain Gestalt concepts ie. Figure-ground, closure, etc.
- Describe depth cues-monocular, binocular
- The nature of attention
- Illusions of the mind by experience of overheads and books
- The examination of the how the brain makes sense out of the physical sensations in the environment

Unit 4 States of Consciousness (11/2 week)

Students will know and recognize:
- Reasons for dreams and sleep
- Affects of Drugs on Consciousness
- Effectiveness of hypnosis and uses( also through a video)
- Stages of sleep (rem and nrem)
- Seasonal affective disorder and its cures

Unit 5 Learning (2 weeks)

- Students will know and understand:
  - Biological factors of learning
  - Classical conditioning
  - Operant conditioning
  - Social Learning

Students will make associations and recognize the contributions of Pavlov, Skinner, Watson, Thorndike
Students will be able to make examples of different schedules of reinforcement- ratio and interval
Students will demonstrate how we make changes in our behavior through experience
Unit 6 Cognition (3 weeks)

Students will recognize and understand the functions and purposes of:

- Memory types- LTM STM SM
- Problem Solving and Creativity
- Language as it structures thought and abilities
- Phonemes, Over extension, Over generalization
- schemas as problems solving adaptable intelligence
- how we remember
- how we can improve our memory

Unit 7 Motivation and Emotion  (2 weeks)

Students will:

- know and be able to express the biological bases for emotion and motivation
- recognize the differences between the theories of motivation
  - i.e. primary and secondary drives, Maslow’s hierarchy of needs, drive reduction theory
- understand the biological basis for hunger, thirst, and pain
- recognize social motives such as approval and belonging
- know the differences between the 3 major theories of emotion

Unit 8 Development (2 weeks)

Students will understand /recognize/know:

- The stages of cognitive development through life span approach
- Heredity/Environment issues
- Major theories Piaget, Kohlberg, Erickson
- The Dimensions of Development (physical, cognitive, social, and moral)
- Sex roles and sex differences

Unit 9 Personality (2 weeks)

Students will know/understand/ remember:

- All major personality theories and approaches
- Research methods used to study personality ( group vs individualized testing)
- Assessment techniques (objective vs. subjective)
- Self-concept will assessed through a paper written about their own source of personality characteristics
- Sources of self-esteem
• Growth of personality including adjustments (nurture/nature)

Unit 10 Intelligence and Individual Differences (2 weeks)

Students will know and understand / recognize:

• Testing standardization, Norms, reliability, validity types
• Ethics in testing i.e. debriefing of subjects after experimentation
• Intelligence testing types and modifications
• The role of Nature vs. Nurture in IQ development
• The role of diversity in intelligence (Howard Gardner)

Unit 11 Abnormal Psychology and Treatment (Three Weeks)

Students will know/recognize/describe:

• The complexity of defining “abnormal” behavior
• Different disorders by major division and the treatment that is most often used successfully by each School or Approach.

• Divisions:
  - Anxiety, Somatoform, Mood, Schizophrenia, Organic, Personality, Dissociative
• Approaches and beliefs about disorders sources:
  - Behaviorist, Humanist, Cognitive, Psychodynamic, Biological
  - Differentiate between drug therapies
  - Know the problems with ETC and lobotomy

Unit 12 Social Psychology (3 weeks)

Students will understand the field that crosses between the individual and group processes

Students will understand how we behave in relation to one another including social contexts influence on behavior

Students will recognize/ understand/ know

• Group Dynamics (Lewin) as influenced by the presence of others
• Attribution
• Interpersonal perception as influenced by groups
• Conformity/compliance/ obedience (Stanford prison experiment)
• Attitude and attitude change
• Aggression both biological and social
• Anti- social behavior and its sources
• Why people are attracted to each other