

SOCIAL AND BEHAVIORAL SCIENCES
Student Learning Outcome Alignment Form

Course Prefix/Number: PSYC 2301

Course Title: General Psychology

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	SLO #6. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).	Class discussion/examination of research fallacies. Movie assignments around major themes from the movie that demonstrate core principles. Chapter lectures.	Written Assignment Rubric: Attached
Communication Skills	SLO #9. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).	Lecture terms, group activity around learning and evaluating conditioning methods. Informal presentations from group work. Chapter lectures.	Written Assignment Rubric: Attached
Empirical & Quantitative Skills	SLO #7. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).	Class discussion/examination of research fallacies. Discussion of applicable statistics. Chapter lectures.	Written Assignment Rubric: Attached
Social Responsibility	SLO # 8. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).	Movie stimulates discussion for term paper. Term paper to identify critical turning points, behavior and consequences. Chapter lectures.	Written Assignment Rubric: Attached

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Identification	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
Assimilation	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
Analysis	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
Presentation	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to

	terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
Application	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Student Learning Outcomes by Course						
	Course Number/Name: PSYC2301/General Psychology				Semester/Date: Fall 2013	
Behavioral Science						
Student Learning Outcomes (SLO)	Assessment Tool	Desired Measurable Results	Actual Results	Use of Results	New Action Plan	Justification
1. Discuss in general terms the major concepts of general psychology.	Post-Test Score	Average score of 60%		Desired Results Met: Continue Existing Plan		
2. Understand the connections between the mind and body.	Post-Test Score	Average score of 60%		Desired Results Met: Continue Existing Plan		
3. Demonstrate basic working knowledge of human lifespan development.	Post-Test Score	Average score of 60%		Desired Results Met: Continue Existing Plan		
4. Have general understanding of major personality theories & associated environmental factors.	Post-Test Score	Average score of 60%		Desired Results Met: Continue Existing Plan		
5. Understand the appropriate application of psychological principles in daily life.	Written Assignment Score	Average score of 60%		Desired Results Met: Continue Existing Plan		
6. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
7. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
8. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		
9. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).	Written Assignment Score	60% pass rate		Desired Results Met: Continue Existing Plan		



TEXARKANA COLLEGE

Syllabus: General Psychology

Course Number: Psyc 2301

Semester & Year: Fall 2013

Instructor Information

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Textbook Information

Psychology: An Exploration 2nd Ed. By Ciccarelli & White

ISBN# 10:0-205- 25641-4

13:978-0-205-25641-9

Student Learning Outcomes for the Course

discuss in general terms the major concepts of general psychology.

understand the connections between the mind and body.

demonstrate basic working knowledge of human lifespan development.

have general understanding of major personality theories & associated environmental factors.

understand the appropriate application of psychological principles in daily life

to engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills)

to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility)

demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills)

to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (Empirical and Quantitative Skills)

Student Requirements for Completion of the Course and Due Dates

Students will complete exams that will include usually 3 chapters per exam, brief quizzes covering course material presented in movies, one term paper according to directions given and occasional in class activities which may carry additional points. *In class activities and movie quizzes may not be made up in the event of absence unless the absence was excused, as outlined in the student handbook. Make up exams are given in the testing center. You do not need to make an appointment with me. Exams are placed in the testing center within 72 hours of the day the exams were given. You must complete all make-up exams no later than NOON, Friday, December 6, 2013.*

Your term paper is due Monday, November 4, 2013. Instructions for the paper are attached.

Student Assessment

Movie quiz and activity points are added to chapter tests, as bonus points. All test grades and the term paper are averaged together to yield a final grade.

Grading Scale NOTE: This grade scale is based on the reality that most professional licensure and certification exams are founded on a "cut" score of 70. I expect my students to begin getting used to this now. However, I offset this higher standard by allowing you to use notes on MOST of your chapter tests, provided that they are your personal notes, hand-written and in a "blue-book." These blue books are available at the bookstore for less than a dollar per book.

Grade	
A	90-100
B	80-89
C	75-79
D	70-74
F	69-below

Absentee Policy

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she may be considered absent. Three tardies constitute one absence

Faculty members are not obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. Experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student may receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days

(FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College.

Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty* or religious holy days when students follow the correct notification procedures.

Instructors are not required to allow students to make up work for absences due to other reasons.

MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student may be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

Academic Classes

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8

Three tardies count as one absence

Make-up Policy

In class activities and movie quizzes may not be made up in the event of absence unless the absence was excused, as outlined in the student handbook. Make up exams are given in the testing center. You do not need to make an appointment with me. Exams are placed in the testing center within 72 hours of the day the exams were given. All make-ups must be done by NOON, Friday, December 6, 2013.

Academic Dishonesty Policy

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at

<https://texarkanacollege.edu/PDFFiles/CurrentStudents/studenthandbook.pdf>.

Term Paper: Spiritual Autobiography

General Comments/Instructions: All papers must be typed, double-spaced and in a plain, 12 pt. font, such as Times New Roman or Courier New.

This paper is designed to get you thinking about how you developed into the person whom you have become - so far. There are four questions that you are expected to answer as honestly and completely as you can. No one will see these papers except me. I do not expect you to divulge any deep dark secrets that you do not feel safe revealing; I am not your therapist or minister. I simply want you to examine, for yourself, what the events are that have helped to shape you. Your paper is merely proof that you have at least attempted to do that.

Since this is a three-part paper, I expect your paper to be *divided* into three parts - each with a separate heading. The heading of each section should be the actual question, in bold print. Your answers should be in complete sentences, in essay format. The more you are able to explain your answers; the better off you will be, grade-wise. If you write a few sentences with little explanation of your thinking, your grade will suffer.

1. What are some specific events in your life that you consider to be turning points? These are things that have happened, decisions you've made, events within or beyond your control. Some may be positive; others are negative. Explain what each event is/was and tell how it influenced you, as a person. Sometimes it may involve a chain of events, such as a marriage or divorce that lead to moving to a new place and meeting certain people, etc. Take a serious look back at your life thus far. You should be able to pinpoint some defining moments, even if you are only 17!

2. What if you had taken different "forks in the road?" This does not mean that you want necessarily change anything. You may like the way things have turned out - even though it may have been a bumpy ride. We all recognize things that have happened, decisions that we have made that could have -- *or perhaps should have* been done differently. For example, maybe you got married at an early age. You may have children and be able to see good things that have come from your marriage - but you may also think that school would have been easier without all the additional responsibilities of married life. *How might your life be different if you had chosen differently or if certain events beyond your control had not occurred?*

3. If you were to overhear some people talking about you, what would they be saying? In other words, what do you think other people see in you? What would others say are the good things about you and the not-so-good things about you? Try to think seriously about the kind of person you really think you are - and whether or not others see this, as well. Do not tell me what you hope you would hear - nor what you wish you would hear. This is a chance for you to try to evaluate yourself through the eyes of others.

Grading

Each section is worth 25 pts. This is my evaluation of how well you answered the question. The last 25 pts. are reserved for technical issues - such as following directions!!

Due date: Monday, November 4th, 2013

I accept no excuses on late papers; if you are absent but wish to receive full credit - you must email your paper as a WORD attachment. This means .doc or .docx only. I will accept your papers LATE until Friday of the same week ...with a 25 point deduction. For the record: "Late" means that you failed to turn in your paper during the class period in which it was due. Emailing a paper in the wrong format is also considered late.

M - August 26	Fall Classes begin - syllabus, orientation, contract
W - August 28	Personal Assessment: Worksheet in class as prep for term paper
M - September 2	Labor Day - No Classes
W - September 4	Chapter 1: The Science of Psychology
M - September 9	Chapter 1: The Science of Psychology - Ice Cream, Domestic Violence, Research projects & Informed Consent
W - September 11	Chapter 2: The Biological Perspective
16	Movie: Pay it Forward
W - September 18	Finish Pay it Forward
M - September 23	Tour Library with Library Staff - Don't forget to sign in THERE!
W - September 25	Chapter 3: Sensation & Perception
30	Chapter 3: Sensation & Perception
W - October 2	Test: Chapters 1-3 & Pay it Forward
M - October 7	Movie: Nell
W - October 9	Finish Nell
M - October 14	Chapter 4: Learning
W - October 16	Chapter 4: Learning
M - October 21	Bootsie Barker Bites: Class Activity
W - October 23	Chapter 5: Memory
M - October 28	The Wright Family Vacation: Class Activity
W - October 30	Chapter 6: Consciousness & Cognition
Test: Chapters 4-6 & Nell	Paper Due W - November 6
Motivation & Emotion	Chapter 8:
M - November 11	Class Activity: Alligator River
13	Chapter 9: Stress & Health
M - November 18	Chapter 10: Social Psychology
W - November 20	Test: Chapters 8-10 Bonus: Alligator River
25	Thanksgiving Holidays - No Classes
W - November 27	Thanksgiving Holidays - No Classes
M - December 2	Chapter 11: Theories of Personality & Intelligence
W - December 4	Chapter 12 & 13: Psychological Disorders & Therapies
	Friday at noon - last day to make up tests.
M - December 9	Test: Chapters 11-13
W - December 11	Review for Final
M - December 16	Comprehensive Final exam at 8 am in Room 2 for the 9:30 class. (You may come either day at 8 am. Do not be late. There will be no re-takes.)
W - December 18	Comprehensive Final exam at 8 am in Room 2 for the 8:00 class. (You may come either day at 8 am. Do not be late. There will be no re-takes.)
	This syllabus is subject to change at the discretion of the professor.

Student Learning Objective Post-Test

1. **Which of these is the most accurate definition of the discipline of psychology?**
 - a. the science of behavior
 - b. the science of mental processes
 - c. the science of behavior and mental processes
 - d. the science of human behavior and mental processes

2. **Steve is a fan of the Los Angeles Lakers basketball team. With little provocation, he will engage you in a debate about whether it is the greatest team in basketball. Steve may be demonstrating _____.**
 - a. bias
 - b. critical thinking
 - c. an eclectic approach
 - d. unconscious behavior

3. **The goals of psychology are to _____.**
 - a. explore the conscious and unconscious functions of the human mind
 - b. understand, compare, and analyze human behavior
 - c. improve psychological well-being in all individuals from birth until death
 - d. describe, understand, predict, and control behavior

4. **The question "How can it be changed?" refers to which of the following goals in psychology?**
 - a. description
 - b. explanation
 - c. prediction
 - d. control

5. **The function of the _____ is to carry information to and from all parts of the body.**
- a. soma
 - b. synapse
 - c. nervous system
 - d. endorphins
6. **The two main divisions of the nervous system are the _____ and _____.**
- a. brain; spinal cord
 - b. autonomic; somatic nervous systems
 - c. peripheral nervous system; central nervous system
 - d. glands; muscles
7. **The branch of life sciences which involves the structure and function of the brain and nervous system, while also focusing on the relationship between learning and behavior, is called _____.**
- a. neuroscience
 - b. bioscience
 - c. brain Scientology
 - d. neurostemology
8. **A specialized cell that makes up the nervous system that receives and sends messages within that system is called a _____.**
- a. glial cell
 - b. neuron
 - c. cell body
 - d. myelin sheath
9. **_____ are the raw data of experience, based on the activation of certain receptors located in the various sensory organs.**
- a. Perceptions
 - b. Emotions
 - c. Cognitions
 - d. Sensations

10. **Cells that are triggered by light, vibrations, sounds, touch, or chemical substances are called _____.**
- a. ganglion cells
 - b. bipolar cells
 - c. ossicles
 - d. sensory receptors
11. **_____ is the mental process of making sense of sensory information.**
- a. Abstraction
 - b. Sensation
 - c. Perception
 - d. Consciousness
12. **_____ is any relatively permanent change in behavior brought about by experience or practice.**
- a. Learning
 - b. Adaptation
 - c. Memory enhancement
 - d. Muscle memory
13. **As an infant, Stephanie received many penicillin injections from the doctor. When she later saw a photographer in a white coat that was similar to the doctor's coat, she started to cry. This is an example of _____.**
- a. instrumental learning
 - b. observational learning
 - c. classical conditioning
 - d. habituation
14. **After Pavlov's dogs became conditioned to salivate at the sound of the bell, he experimented with ringing the bell and then failing to present the dogs with any food right away. Soon they stopped salivating to the sound of the bell. This represents the process called _____.**
- a. acquisition
 - b. testing
 - c. extinction
 - d. spontaneous recovery

15. **A child learns that whenever he eats all of his dinner he gets a cookie for dessert. This type of learning is BEST explained by _____.**
- a. classical conditioning
 - b. operant conditioning
 - c. biofeedback theory
 - d. social learning theory
16. **A reinforcer is a consequence that _____ a behavior, while a punisher is a consequence that _____ a behavior.**
- a. motivates; stimulates
 - b. weakens; strengthens
 - c. inhibits; motivates
 - d. strengthens; weakens
17. **Memory is defined as an active system that consists of three processes. They are _____.**
- a. receiving information from the senses, organizing and storing the information, and retrieving the information from storage
 - b. the unconditioned stimulus, the conditioned stimulus, and the conditioned response
 - c. bottom-up processing, selective attention, and top-down processing
 - d. acquisition, extinction, and spontaneous recovery
18. _____ **is retention of memory for some period of time.**
- a. Encoding
 - b. Storage
 - c. Retrieval
 - d. Evaluation
19. **A display of 12 letters is flashed on a screen in front of you followed by a tone. You attempt to recall a portion of the display based on the specific tone you heard. What aspect of your memory is this experiment designed to assess?**
- a. primary memory
 - b. sensory memory
 - c. long-term memory
 - d. short-term memory

20. _____ is synonymous with short-term memory.
- a. Shadow memory
 - b. Working memory
 - c. Secondary memory
 - d. Sensory registers
21. **Consciousness is the _____.**
- a. state of arousal involving facial and bodily changes
 - b. awareness of ourselves and the environment
 - c. memory of personally experienced events
 - d. intentional recollection of an item of information
22. **Mental activities that differ noticeably from normal waking consciousness are known as _____.**
- a. hyperconsciousness
 - b. unconscious states
 - c. relaxed wakefulness
 - d. altered states of consciousness
23. **Which device would a sleep researcher use to monitor a sleeping person's brain waves?**
- a. electromyograph (EMG)
 - b. electrocardiograph (EKG)
 - c. electro-oculograph (EOG)
 - d. electroencephalograph (EEG)
24. **A sleep disorder characterized by difficulty in falling asleep or remaining asleep throughout the night is _____.**
- a. zombulism
 - b. cataplexy
 - c. narcolepsy
 - d. insomnia

25. **The scientific study of the changes that occur in people as they age from conception to death is called _____.**
- a. abnormal psychology
 - b. gerontology
 - c. human development
 - d. maturational studies
26. **A gene that actively controls the expression of a trait is called a _____ gene.**
- a. recessive
 - b. mutated
 - c. recombinant
 - d. dominant
27. **A gene that only influences the expression of a trait when paired with an identical gene is called _____.**
- a. recessive
 - b. mutated
 - c. recombinant
 - d. dominant
28. **What is the cause of Down syndrome?**
- a. an extra chromosome on the 21st pair
 - b. an extra X chromosome on the 23rd pair
 - c. neurotransmitter excesses
 - d. neurotransmitter deficiencies
29. **The process by which activities are started, directed, and continued so that physical or psychological needs or wants are met is called _____.**
- a. motivation
 - b. emotion
 - c. achievement
 - d. synergy

30. **A desire to perform a behavior to obtain an external reward or avoid punishment is known as _____.**
- a. primary motivation
 - b. intrinsic motivation
 - c. secondary motivation
 - d. extrinsic motivation
31. **Intrinsic motivation is one that propels a person to pursue an activity _____.**
- a. for external rewards
 - b. for its own sake
 - c. to relieve the state of tension caused by deprivation
 - d. in order to be judged favorably by others
32. **Salmon swimming upstream to spawn are an example of _____.**
- a. incentives
 - b. motives
 - c. instinct
 - d. needs
33. _____ **is a state of tension resulting from the deprivation of physical needs, such as those for food and water.**
- a. Motivation
 - b. A drive
 - c. A value
 - d. Instinct
34. **Some psychologists believe that an organism's behavior is motivated by the need to achieve a state of balance in which the body functions effectively—a state called _____.**
- a. unbalance
 - b. acquiescence
 - c. propinquity
 - d. homeostasis

35. _____ is the term used to describe the physical, emotional, cognitive, and behavioral responses to events that are **threatening or challenging**.
- Stress
 - Burnout
 - Dysphoria
 - Distress
36. **Events that cause a stress reaction are referred to as _____.**
- hassles
 - catastrophies
 - eustresses
 - stressors
37. **Ali, a war veteran, has had nightmares, flashbacks, and anxiety attacks for the past three years. Ali is most likely suffering from _____.**
- acute stress disorder
 - external locus of control
 - catastrophic stress
 - post-traumatic stress disorder (PTSD)
38. **Researchers have found an association between daily hassles and _____.**
- colds and headaches
 - cancer and heart disease
 - hypertension and obesity
 - heart disease and schizophrenia
39. **An urgent demand or expectation for our behavior that comes from an outside source is called _____.**
- anxiety
 - pressure
 - overload
 - cognitive dissonance

40. **In March of 1964, Kitty Genovese was the victim of a brutal assault that led to her death in the entryway of her apartment complex. Police reports indicate that out of the 38 people who observed the attack happening, _____ called 911 to request assistance.**
- a. 0
 - b. 10
 - c. 19
 - d. 38
41. **Social psychology differs from psychology in its focus on _____.**
- a. people's susceptibility to clever advertising
 - b. the influences of the social world in which we exist
 - c. abnormal behavior
 - d. conformity
42. **Voluntarily yielding to social norms, even at the expense of one's own preference, is called _____.**
- a. obedience
 - b. submission
 - c. conformity
 - d. compliance
43. **In what way is compliance different from conformity?**
- a. Compliance is a response to a direct request, whereas conformity is a response to indirect social pressure.
 - b. Conformity and compliance are very similar; the distinction depends on whether one is a male or female.
 - c. Conformity involves direct group pressure for change, whereas compliance involves orders or commands.
 - d. Compliance involves eliciting reaction on the part of group members, whereas conformity involves subliminal persuasion.
44. **The unique and relatively stable ways in which each individual thinks, acts, and feels is called _____.**
- a. personality
 - b. nurture
 - c. a trait
 - d. nature

45. **One limitation of the trait perspective compared to the other perspectives is there is not much _____.**
- a. description
 - b. research
 - c. material
 - d. explanation
46. **Which of the following is NOT one of the layers of consciousness proposed by Sigmund Freud?**
- a. conscious
 - b. conscience
 - c. preconscious
 - d. unconscious
47. **What is the branch of psychology that is concerned with the study of abnormal behavior?**
- a. health psychology
 - b. psychopathology
 - c. psychobiology
 - d. developmental psychology
48. **Any behavior that does not allow a person to function within or adapt to the stresses and everyday demands of life is considered_____.**
- a. deviant
 - b. uncomfortable
 - c. rare
 - d. maladaptive
49. **The primary purpose of the *DSM-IV-TR* is to _____.**
- a. help psychologists assess only normal behavior
 - b. keep the number of diagnostic categories of mental disorders to a minimum
 - c. help psychological professionals diagnose psychological disorders
 - d. describe the causes of common physiological disorders

50. **Excessive or unrealistic fearfulness and worry are characteristic of _____.**

- a. mood disorders
- b. dissociative neurosis
- c. anxiety disorders
- d. amnesia