

Bainbridge High School
INTRODUCTION TO PSYCHOLOGY

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Texts: Myers, David G. *Psychology* (7th ed.). New York: Worth Publishers, 2004.
Perry, Bruce D., MD, *The Boy Who Was Raised as a Dog*, New York: Basic Books, 2006.
Articles provided from various journals, publications, handouts, and online readings.

Online: Google classroom (*join code*):
Period 4 (k2c7swm)
Period 6 (z4bust)

Course Overview

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the major subfields within psychology are examined within this course. All of the material in this class is relevant to human lives in some way. Many topics relate directly to our personal efforts to make sense out of life.

In this class we explore emotions, personalities, how memory works and ways to improve memory, relationships between family, friends, employers and employees, how we learn tasks and behaviors, and many other topics. The subject matter in this course is also framed by many fascinating questions: What impels us to act? What happens when someone is “mentally ill”? How do humans develop cognitively and emotionally? How are fears created? How was our self-concept developed? What is the interplay between thought and behavior? Does my brain control me, or do I control it?

We discuss such topics partly because they are interesting to learn about—but we also study such topics because it enlightens our understanding of basic psychological principles. Ultimately, the course aims to instill knowledge, skills, and attitudes centered on the basic psychological concepts that may apply to our own lives.

Course Goals and Objectives

This course examines psychological explanations of human behavior as well as the methods by which these explanations are derived. The student who has fully participated should be able to:

1. Identify the major concepts, principles and research findings in the science of psychology.
2. Describe the variety of methods that psychologists use to study behavior and the mind.
3. Identify the elements of a psychological study and evaluate how those findings can be used.
4. Give examples of the role and relevance of psychology in a variety of domains and fields.
5. Critically analyze and evaluate psychological information from a variety of sources.
6. Apply psychological constructs to understand life experiences.
7. Understand the major core concepts and theories of psychology and assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
8. Have an understanding on the major categories of psychological disorders and how disorders are identified and treated.

9. Understand the basic concepts of Neuroscience, Sensation, Perception, Consciousness, Learning, Memory, Childhood Development and Lifespan, Psychological Disorders, and Treatment.

Coursework and Grades

The course will use the textbook, supplementary readings from various journals and publications, online information, and handouts that will help illustrate the application of psychology. Most of the units will include quizzes on readings, computer simulations, application for further research, and a unit exam or written assessment that addresses the salient points of the unit. Finally, there will be several experiments and papers assigned throughout the semester to promote a more critical application of concepts learned in this course.

30% = Coursework: homework, class activities, computer simulations, & participation

70% = Formal assessments: exams, quizzes, papers, projects,

Late Work

Assuming we remain in a virtual online classroom for a while, late work should not be much of an issue. Obviously, you will greatly enhance your ability to master this course if you keep up-to-date on the readings and coursework. However, if or when we return to the classroom in person, the following guidelines will be used for any late work:

Excused Absence: Any student who misses a scored assessment, such as a quiz or exam, due to an excused absence must make-up that missed assessment on the first day the student is present in class after misses the scheduled assessment. All missed quizzes and exams will be made up during class time immediately upon return of the student to class.

Unexcused Absence: **No exam or quiz can be made-up if you missed class due to an unexcused absence.**

Class Expectations

- Every person ought to be treated with courtesy and respect. Be thoughtful and considerate when you listen and respond to each other's comments, viewpoints, and work. Needless to say, expressions of contempt, hatred, or hostility (both verbal and nonverbal) towards anyone due to gender, race, ethnicity, sexual orientation, religion, or disability, will not be tolerated. That said, let us work together to sincerely and thoughtfully attend to any problem that may arise, respectfully address any offense, and collectively create a more welcoming environment to live and learn.
- Scholarship and mindfulness: All student work is expected to be original; plagiarism will not be tolerated on quizzes, exams, or papers. Out of respect for your fellow classmates and the learning process, students ought to be fully present during lecture and discussion. Electronic devices should be put away during these times. Please use the classroom cell phone cubby to store your device. (NOTE: if you have an emergency, or are expecting an urgent contact or communication, let me know at the beginning of class.) Finally, as the class often delves into personal and complex topics, students ought to be respectful and open-minded about diverse perspectives and the views and experiences of others.
- Attendance to class is required. Your attendance and participation is also essential to absorb, understand, and contribute to the overall learning that we will pursue in this course.
- Eating and drinking food and beverages in my class is cautiously permissible. First and foremost, numerous students have potentially life-threatening allergies to specific foods – peanuts and tree nuts are the usual suspects. Furthermore, considering the communal space we share, I ask that you avoid foods that might be exceedingly odiferous (smelly). Finally, please inform me if anything spills on the carpet. We have excellent custodians and they will keep the room clean and healthy if we do our best to help them out.

Cell Phones, Mobile devices, Chromebooks, so called *smartphones*, tablets, wearables, etc.

Here are the guidelines for using various mobile or digital devices:

- **Phones** go directly into the class cubby on my counter. You will never need these in my class. The exception would be if you have a potential emergency and/or urgent situation/contact/communication that is pending. Please let me know at the beginning of class. In most cases, if you need to be reached, a parent, coach, sibling, recruiter, spiritual guru, or whoever, can call (206) 842-2634, the main office, and a message will soon be hand-delivered to you.
- **Chromebooks** (tablets, BYODs, laptops) will ONLY be used on very specific occasions that we utilize the new AP assessment center and testing website. You cannot use them for “notetaking” or any other activity unless you have a formal IEP or 504 Plan that has been submitted to the high school that specifies the use of a Chromebook as a helpful tool for you.

Course Overview

I. Introduction: History and Approaches

- A. Logic, Philosophy, and History of Science
- B. Approaches
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural

II. Methods

- A. Experiments, Correlations, Clinical Research
- B. Statistics & Ethics in Research

III. Biological Bases of Behavior

- A. Neuroanatomy
- B. Functional Organization of Nervous System
- C. Neural Transmission
- D. Endocrine System
- E. Genetics

IV. Sensation and Perception

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

V. States of Consciousness

- A. Sleep and Dreaming
- B. Meditation & Mindfulness
- C. Psychoactive Drug Effects

VI. Learning & Memory

- A. Biological Factors
- B. Classical Conditioning
- C. Operant Conditioning
- D. Social Learning
- E. Cognitive Processes in Learning

- F. Memory

VII. Motivation and Emotion

- A. Theories of Motivation & Emotion
- B. Hunger, Thirst, Sex, and Pain
- C. Social Motives
- D. Stress

VIII. Developmental Psychology

- A. Life-Span Approach
- B. Research Methods
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
 - Physical, Cognitive, Social, and Moral Dev.
- F. Sex Roles, Sex Differences

IX. Personality & Social Psychology

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Self-concept, Self-esteem
- D. Growth and Adjustment
- E. Group Dynamics
- F. Attribution Processes
- G. Conformity, Compliance, Obedience

X. Abnormal Psychology

- A. Definitions of Abnormality
- B. Anxiety Disorders
- C. Somatoform Disorders
- D. Mood Disorders
- E. Schizophrenic Disorders
- F. Personality Disorders
- G. Dissociative Disorders