**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **Seminar in Psychology** | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | **Credits**  **(hours)** | | 3 | | | |
| **Department** | | | PSYCHOLOGY | | | | | **Professor** | | DENNIS K MILLER | | | |
| **Classification**  **(year in school)** | | | 1ST YEAR/FRESHMAN  UNDERGRADUATE | | | | | **Course Code** | | PSY3004 | | | |
| **Class room** | | | TBA | | | | | **E-mail** | | [MILLERDEN@MISSOURI.EDU](mailto:MILLERDEN@MISSOURI.EDU) | | | |
| **Prerequisite(s)** | | | NONE | | | | | | | | | | |
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| **Course objectives** | | | Consistent with the APA IPI Student Learning Outcomes, through the session students will gain the ability to:   1. Identify basic concepts and research findings 2. Solve problems using psychological methods 3. Provide examples of psychology’s integrative themes | | | | | | | | | | |
| **Course Summary** | | | This course will introduce the field of psychological sciences that has a foundation of psychology research methods. Students will gain an appreciation of the history of the field, major figures in psychology and their theories, and important experiments that have shaped the discipline. Each of the main pillars in psychological sciences recommended by the American Psychological Associations Introductory Psychology Initiative Integrative Themes--Biological, Cognitive, Developmental, Social/Personality and Mental/Physical Health--will be covered. The emphasis will be on experimental psychology, rather than its application (e.g., counseling or education psychology). | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | |
| Student participation in the course is very important. Course participation includes both attendance and evidence of engagement in course activities. The engagement includes completing in-class assignments, such as short essays, that will be reviewed and graded. The instructor strongly encourages questions and comments during lectures, especially when the material is confusing. Students are expected to arrive on time and to notify the instructor if they need to leave class early.  Students will complete ten homework assignments during the course. Each assignment will involve material covered in one or two textbook chapters as well as lecture content. Assignments will be tailored to each topic and will include activities such as answering basic content questions, summarizing key findings, and describing the application of course material to students’ personal and professional lives. As the homework assignments are “open book” questions will generally require students to interpret, contrast and apply material, rather than simply identify or recognize basic concepts.  At mid-term and at the end of the semester (final), there will be an exam. The exams will be “closed book” and consist of a combination of multiple choice and short answer questions. | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | | Homework | | | Class participation &  Attendance | | | | **Total** |
| **15%** | **25%** | | **30%** | | | **30%** | | | | **100%** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | Publisher | | | Year of publication | |
| Main textbook | **Psychology in Your Life (4/e)** | | | | Grison & Gazzaniga | | | | W.W. Norton | | | 2022 | |
| Others |  | | | |  | | | |  | | |  | |
| Reference | Students should purchase a bound composition notebook containing at least 50 sheets and bring it to every class meeting. The notebook should be approximately 20 cm x 25 cm and will be used for completing homework assignments and in-class participation activities. | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | |
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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| July 1 | Psychology in Your Life | 2:50 | Lecture, Discussion | Chapter 1 |
| July 3 | The Role of Biology in Psychology | 2:50 | Lecture, Discussion | Chapter 2, Homework 1 |
| July 4 | The Role of Biology in Psychology | 2:50 | Lecture, Activity on Brain Anatomy | Chapter 2, Homework 2 |
| July 7 | Consciousness | 2:50 | Lecture, Discussion | Chapter 3, Homework 3 |
| July 8 | Development Across the Lifespan | 2:50 | Lecture, Discussion | Chapter 4, Notebook Collected |
| July 10 | Development Across the Lifespan | 2:50 | Lecture, Activity on Developmental Stages | Chapter 4, Homework 4 |
| July 11 | Mid-Term Exam and Sensation & Perception | 2:50 | Exam, Lecture, Discussion | Chapter 5, Homework 5 |
| July 14 | Learning | 2:50 | Lecture, Discussion | Chapter 6, Homework 6 |
| July 15 | Memory | 2:50 | Lecture, Discussion, Activity on Memory Capacity | Chapter 7, Notebook Collected |
| July 17 | Motivation and Emotion | 2:50 | Lecture, Discussion | Chapter 9, Homework 7 |
| July 18 | Health and Well-Being | 2:50 | Lecture, Discussion, Activity on Healthy Behavior | Chapter 11, Homework 8 |
| July 21 | Self and Personality | 2:50 | Lecture, Discussion | Chapter 13, Homework 9 |
| July 22 | Psychological Disorders and Treatments | 2:50 | Lecture, Discussion | Chapters 14 & 15, Notebook Collected |
| July 24 | Psychological Disorders and Treatments | 2:50 | Lecture, Discussion, Activity on Diagnosis of Psychological Disorders | Chapters 14 & 15, Homework 10 |
| July 25 | Final Exam and Course Summary | 2:50 | Exam, Discussion | Notebook Collected |

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| **References** |
| As this is an introductory undergraduate course where students are assumed to have little background knowledge, class meetings will be a traditional lecture format. However, approximately every ten minutes the instructor will stop for students to actively engage in the material. The engagement will be in different formats.   * Answering a basic content question in the composition notebook (e.g., “What brain region is most important for the connection between the nervous and endocrine system?”). * Writing a brief reaction in the notebook (e.g., “What cultural differences in emotion display rules have you observed between the United States and Korea?). * Speaking aloud to answer a basic content question or contribute ideas to a topic.   The composition notebook is an important part of the learning experience and will be collected for review and grading on a weekly basis. Students will complete in-class activities as well as homework activities in their notebook.   * Some responses in the notebook will be on basic content (e.g., fill-in-the-blank or multiple choice). * Many responses will be in the format of short essay (e.g., three sentences for in-class activities or two paragraphs for homework). The composition notebook format gives students practice in developing brief writing that are essential in personal and professional life (e.g., writing a note or preparing an email to a business client). * The notebook allows students all students—especially those who are anxious about speaking aloud or who are not confident in their English skills--to express their thoughts and ideas.   During at least four class meetings, a longer period (approximately 60 minutes) will be used for class activities.   * Individual or group work to learn the location of brain regions and their function * Group work on key milestones completed or yet to be completed in human development and cross-cultural experiences of these stages. * Individual and group work to replicate classic experiments on the capacity of working memory. * Individual or group work on the impact of mindfulness, exercise and diet on health and well-being. * Individual or group work on the diagnosis of psychological disorders. |