

**PSYCHOLOGY 1040 (PY 1040)**

*Registrar's Office*

**BASIC PSYCHOLOGICAL PROCESSES**

1993 (Thurs 18:30-21:20)

Section H3

**GRANDE PRAIRIE REGIONAL COLLEGE**

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\*\*If I am unavailable, please leave a message with your name, the fact that you are in Psyc 1040, and your phone number.

**COURSE DESCRIPTION & OBJECTIVES:**

Psychology 1040, in conjunction with Psychology 1050, is intended to be a survey to the field of psychology. Given that psychology is the study of behavior, various aspects of behavior will be explored. The emphasis is on providing a general overview of the discipline of psychology with attention to the following topic areas: psychology as a discipline (key figures, history, models, methods, experimental, phenomenological); physiological basis of behavior (including functioning of the brain, sensation, perception & consciousness); learning (conditioning, memory, cognitions, and problem solving); human development; and, emotions and motivation (affect, drives, social influence).

The course is not designed as a course in applied psychology or in experiential/personal growth; however, understanding of some of the basic principles of psychology may provide opportunity for insight into one's own behavior as well as the behavior of others. The latter will be incidental and the goal is to familiarize the student with the theoretical perspectives, factual information, and terminology used by psychologists. The student will hopefully gain a greater understanding of the "science" of psychology and research, but also an appreciation for the "art" of psychology and why various psychologists with different theoretical positions sometimes disagree.

After completing the course, the student should be able to understand not only the major concepts, theories, principles and "facts" (the more significant or "classic" studies), but also how the different types of research and experimental procedures used and theoretical perspectives may bias findings. This should prepare the student to learn to read and listen for statements about human behavior with a positively critical orientation.

**TEXTS:**

**Psychology Today: An Introduction (7th Edition)** 1991, McGraw-Hill Inc.  
(publisher).

Authors: Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E.

**Study Guide To Accompany Psychology Today: An Introduction (7th Edition)** 1991,  
McGraw-Hill Inc. (publisher).

Authors: Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (Prepared by Paulk, D).

**TENTATIVE TIMETABLE:**

A tentative timetable for the course is provided below to help guide your readings and indicate which chapters will be found on the quizzes for that week. Along with the assigned chapters, students should **always** read the corresponding chapters in the study guide. Various changes in the timetable may be announced in class.

DATE	TEXT	QUIZ/ASSIGNMENTS	FOCUS
Jan. 7	-	<b>Registration</b>	The nature and diversity of Psychology
Jan. 14	Ch. 1-2 <sup>1</sup>		Psychology as a science: methodology & research
Jan. 21	Ch 3	Quiz #1 (Ch 3)	The Brain and biological perspectives on behavior
Jan. 28	Ch 15	Quiz #2; Assignment #1	Early Development
Feb. 4	Ch 16	Quiz #3	Cognitive Development
Feb. 11	Ch 10	Quiz #4; Assignment #2	Language & Communication
Feb. 18	-	<b>Mid-term EXAM</b>	
Feb. 25	-	<b>WINTER BREAK (NO CLASS)</b>	
Mar. 4	Ch 4-5	Quiz #5; Assignment #3	Sensation & Perception
Mar. 11	Ch 6	Quiz #6	States of Consciousness
Mar. 18	Ch 7	Quiz #7; Assignment #4	Conditioning & Learning
Mar. 25	Ch 8-9	Quiz #8; Book Review Due	Memory
Apr. 1	Ch 9	Quiz #9; Assignment #5	Cognition
Apr. 8	Ch 12	Quiz #10	Emotions
Apr. 15	Ch 13	Quiz #11; Assignment #6	Basic Drives and Motivation
Apr. 22		<b>FINAL EXAM</b> (Comprehensive, but emphasis on 2nd half of the term)	

The exam dates listed on this syllabus are tentative and are subject to change due to unforeseen circumstances. Students should not make plans for travel, holidays, employment, etc., which would interfere with their writing exams during any scheduled class time. As well, students should be aware that the exact date for the final exam will be announced by the Registrar's office.

**Information On Exams and Quizzes:**

Items for the quizzes will be taken **only** from the chapters assigned for that week. For example, the chapters assigned for reading that week will be those quizzed (e.g. Quiz #1 will be on Ch 3 from the textbook and study guide; Quiz #2 will be on Ch 15 from the text and study guide etc.). Items for the Mid-term and Final exams will come from both the required readings to that date (Texts) and lectures. Therefore, if a student is unable to attend a particular class, it is his or her responsibility to find out what was covered.

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<sup>1</sup> We will also cover the material from the Appendix (pp. 715-728)

## GRADING SYSTEM

STANINE	TRANSLATION	APPROXIMATE %
9		90 - 100
8	<b>Excellent</b>	80 - 90
7		72 - 79
6	<b>Good</b>	65 - 71
5		57 - 64
4	<b>Pass</b>	50 - 56
3	<b>Failure</b>	45 - 49
2	<b>Failure</b>	26 - 44
1	<b>Failure</b>	0 - 25

Marks in the course will be weighted as follows:

	% of Total Mark	Points
Mid-term Exam <sup>2</sup> (Feb. 18 )	20%	60
Final Exam <sup>3</sup> (Apr. 22)	33%	100
Weekly Quizzes <sup>4</sup>	25%	75
Written Reports/Assignments <sup>5</sup>	22%	65
	<b>Total Points</b>	<b>300</b>

The final grade will be determined by the following formula. The scores for each are the number of "points" obtained on each category:

$$\frac{\text{Mid-term Exam} + (\text{Sum of Assignments \& Book Report}) + (\text{Sum of 10 best Quizzes}/2) + \text{Final Exam}}{300} = \text{Final Percentage}$$

Students are strongly encouraged to see me after class or contact me if they are having difficulty in the course or simply wish a further discussion of the material.

<sup>2</sup> The Mid-term will include multiple choice items (approx. 35 @ 1 point each), short essays (approx. 5 @ 3 points each), and fill-in-the-blank questions (approximately 20 @ 0.5 point each).

<sup>3</sup> The Final exam will include multiple choice items (approx. 60 @ 1 point each), short essays (approx. 5 @ 5 points each), and fill-in-the-blank questions (approximately 30 @ 0.5 point each). If the student is unable to write the final exam at the scheduled time, he or she should notify the instructor in advance and submit an application to the Registrar's office for permission to write a deferred exam (see the College calendar re: deferred exams).

<sup>4</sup> There will be a total of 11 weekly quizzes, beginning on Jan. 21; Only the score from your 10 best quizzes will be counted. If for some reason you are going to miss more than 1 quiz, then you need to notify the instructor prior to the class to avoid having a score of "0" entered. Quizzes will contain approximately 15 multiple choice items.

<sup>5</sup> A total of 65 points for the written reports/assignments will be earned by completing 6 short assignments worth 7 points each (a possibility of 42 points) and 25 possible points for a book review. Students will note that 2 "bonus" points are added in to acknowledge effort.

**Written Reports/Assignments:**

**Short Assignments (6 @ 7 points each):**

Proper identification of author (s), title, and source (i.e., what journal)	.5 pt
Identify type of article (e.g., research, review of the literature, theoretical, opinion paper, brief report) and theoretical orientation or specialization)	.5 pt
Main Point(s) or Most Prominent Finding(s):	2.5 pt
Is this a "useful" finding? How does this apply to "real life" or does it?	1.0 pt
Effort, quality, and appearance of assignment	1.0 pt
Group's solution to the discussion questions	1.5 pt
	(Total per report) 7.0 pts

**Due Dates:**

Assignment #1	Jan. 28, 1993	Assignment #2	Feb. 11, 1993
Assignment #3	Mar. 4, 1993	Assignment #4	Mar. 18, 1993
Assignment #5	Apr. 1, 1993	Assignment #6	Apr. 15, 1993

Assignments can be handed in at any time prior to their due date. Assignments will be considered late if not handed in on the exact date due and a 3 point penalty will be subtracted from the score. Late assignments will be accepted up to 1 week after the due date—after that time, a score of "0 points" will be entered.

**Assignment #1: (Due Jan. 28/93)**

Ekman, P. (1992). Are there basic emotions? *Psychological Review*, 99, 550-553.

**Assignment #2: (Due Feb. 11/93)**

Howard, B. J. (1991). Discipline in early childhood. *Pediatric Clinics of North America*, 38, 1351-1369

**Assignment #3: (Due Mar. 4/93)**

Goode, E. E., Schrof, J. M., & Burke, S. (1991). Where emotions come from. In K. Duffy (Ed.) *Annual edition: Psychology 92/93* (pp. 128-134). Guilford, CT: Dushkin Publishing Group, Inc.

**Assignment #4: (Due Mar. 18/93)**

Home, J. (1992). Annotation: Sleep and its disorders in children. *Journal of Child Psychology and Psychiatry*, 33, 473-487.

**Assignment #5: (Due Apr. 1/93)**

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

**Assignment #6: (Due Apr. 15/93)**

Lepper, M. E., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the overjustification hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.

Book Review: Due Mar. 25, 1993

25.0 pt

This review/critique should very concisely answer the following questions:

1. What is the major theoretical orientation of author. Establish how you came to this decision (e.g., quote or refer to page numbers).
2. What is the author's main message or theoretical tenant?
3. What is your assessment of the validity of this message; also, whether or not you think this is a useful book and who it might be useful for.

Length: Maximum of 500 words (no more than 2 1/2 typed pages of double spaced print).

Late Reviews: Will be accepted on Apr. 1 though a 6 point penalty will be subtracted.

Choose one of the following books to review:

- Bandura, A. (1977). *Social learning theory*. New Jersey: Prentice-Hall, Inc.
- Burns, D. D. (1980). *Feeling good: The new mood therapy*. New York: Signet Books.
- Collins, G. R. (1988). *Can you trust psychology? : Exposing the facts & the fictions*. Downers Grove, Illinois: InterVarsity Press.
- Dreikurs, R., & Soltz, V. (1964). *Children the challenge*. New York: Hawthorn/Dutton.
- Dwyer, W. W. (1976). *Your Erroneous Zones*. New York: Avon Books.
- Ellis, A., & Harper, R. (1975). *A new guide to rational living*. New York: Prentice-Hall.
- Frankl, V. E. (1962). *Man's search for meaning*. Boston: Beacon Press.
- Gendlin, E. T. (1978). *Focusing*. New York: Everest House.
- Hunt, D., & McMahon, T. A. (1985). *The seduction of christianity: Spiritual discernment in the last days*. Eugene, Oregon: Harvest House Publishers.
- McKay, M., & Fanning, P. (1987) *Self-Esteem*. Oakland, CA: New Harbinger Publications.
- Patterson, G. R. (1976). *Living with children*. Champaign, Illinois: Research Press.
- Turecki, S. (1989). *The Difficult Child (revised edition)*. New York: Bantam Books.