

**SANTA CLARA UNIVERSITY**  
**Psychology Department**  
**Spring 2009**

**GENERAL PSYCHOLOGY II (PSYC 2)**

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**Instructor:** Thomas G. Plante, Ph.D., ABPP  
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**Office Hours:** Before and after class or by appointment  
**Course Meeting Room:** Alumni Science 120  
**Course Meeting Times:** Tuesdays and Thursdays 1:45pm – 3:30pm.

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**Required Text:** Weiten, W. (2010). *Psychology: Themes and Variations* (Eighth Edition). Belmont, CA: Wadsworth Cengage Learning

**Recommended:** Stalling, R.B., & Ronald, W.E. (2000). *Study Guide for Weiten's Psychology: Themes and Variations*. Pacific Grove, CA: Brooks/Cole Publishing Company.

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**Course Evaluation:**

Midterm Learning Adventure 1:	April 30	100 points
Midterm Learning Adventure 2:	May 28	100 points
Final Learning Adventure:	June 11	200 points
Research/Clinical Participation Credits, Arrupe project or term paper		^
Class Participation, Scholarly Enthusiasm, Attendance:		+

^ you must complete research/clinical participation in accordance with department policy (or write a brief term paper).  
+ can improve your grade.

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**Course Description:** Few things in life are as interesting, meaningful, and compelling as human behavior. This class is a general introductory course focusing on the field of psychology as a social science. Class topics include the history of psychology, research design and statistics, human development, motivation, emotion, stress, health psychology, personality, intelligence, psychological assessment, social psychology, psychological disorders and treatments, and ethics.

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**Course Goals:** (1) To provide a basic and broad based overview of the field of psychology from a social science perspective.  
(2) To provide a framework for understanding the science and practice of psychology.  
(3) To provide the foundation for students taking additional and advanced undergraduate psychology courses.

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**Sequence of Topics and Readings:**

Week 1 (Mar 31 & Apr 2):	Introduction to Course & Definitions, History, Systems, Evolution, & Perspectives in Psychology	Chapter 1 & Appendix D (Career)*
Week 2 (Apr 7 & 9):	Psychological Research Methods & Statistics	Chapter 2 & Appendix B (Stats)
Week 3 (Apr 14 & 16):	Psychological Assessment & Intelligence	Chapter 9
Week 4 (Apr 21 & 23):	Developmental Psychology (Human Development)	Chapter 11
Week 5 (Apr 28 & 30):	Motivation & Emotion	Chapter 10
Week 6 (May 5 & 7):	Midterm Learning Adventure 1: Thursday, Apr 30	
Week 7 (May 12 & 14):	Personality Psychology and Individual Differences	Chapter 12
Week 8 (May 19 & 21):	Health Psychology (Stress, Coping, & Health)	Chapter 13
Week 9 (May 26 & 28):	Psychological Disorders (Abnormal Psychology)	Chapter 14
Week 10 (Jun 2 & 4):	Psychological Treatment (Clinical Psychology)	Chapter 15
	Midterm Learning Adventure 2: Thursday, May 28	
	Social Psychology, Ethics, Conclusions	Chapter 16 & Appendix C (IO Psy)

\* Please have readings completed for the week during the first class session of each week.

Final Learning Probe: Thur, Jun 11<sup>th</sup> at 9:10 a.m.

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### **Additional Items:**

1. *Please note that make-up exams are not possible in this course.* If you miss one of our midterm learning adventures (an excused missed only, unexcused missed exams will result in a failing grade) the final learning adventure will count for 300 rather than 200 points (400 points if both midterms are missed). Missing the final will result in being failed from the course. *According to university policy, the final exam schedule cannot be altered.* Learning adventures will primarily be multiple choice and graded using a curve (if needed). Learning adventures are meant to encourage critical thinking and will require that you stretch. They will hopefully challenge even the best students.
2. All students enrolled in this course are required to complete several units of research/clinical participation as required by the Psychology Department. This can be completed by participating in department sponsored research projects or by either participating in an Arrupe Partnership placement, or writing a brief term paper. The Arrupe program requires 16 hours (2 hours per week for 8 weeks) of community based placement in a social service agency. *If you choose to participate in department research projects, please do not wait until the end of the term to obtain your research credits. Note that there will be a 1/2 letter grade reduction per credit if you obtain less than the required hours.* Please review the Research Participation Requirement memo for details.
3. We will review learning adventures results immediately after the administration of each one. This will provide you with an opportunity to learn how you did and provide you with your chance to ask questions about the adventures.
4. *Please be prompt to class.* We will make every effort to begin and end each class on time. It is disruptive to all and certainly not appreciated when students come to class late.
5. If you would like to speak with me individually, please feel free to do so. Please make an appointment rather than an unscheduled visit.
6. In keeping with the mission of the university, relating the material to the "*glory of God and to the common good*" as well as helping to educate leaders with *competence, compassion, and conscience* will be integrated into class material where appropriate.
7. In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of "Top 10 Ways to do Well in Intro Psych" are offered for your consideration.

#### Top 10 Ways to do Well in Intro Psych

10. Use the study guide provided with the book. It greatly helps to focus and condense the material.
9. Get your research credits early. If you wait until the last minute you might be unable to get them. Remember, you must complete this requirement to complete the course.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning adventures.
7. Take care of your body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts. Consider rewriting or highlighting your notes to help with reinforcing the material.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work. Reading and studying a little at a time works best in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, engage in the process. There is no such thing as a "dumb question."
1. Attend class! Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there.

#### *Ad Majorem Dei Gloriam*

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408)554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.