

Course Portfolio: **PAI118, Psychology** (Fall 2015)

Instructor: Dixon, Michael

Overview:

The purpose of the course is to familiarize students with many of the basic concepts underlying the scientific study of psychology. The course is comparable to a typical introductory psychology course in Western universities. In addition to teaching students the subject matter, another goal of the course is to prepare students to study overseas in English-speaking universities.

Design:

The course is designed to help students understand many of the fundamental principles of the various fields of modern psychology. The textbook is *Atkinson and Hillgard's Introduction to Psychology, 15th Edition*, by Nolen-Hoeksema, Frederickson, Loftus, and Wagenaar (Wadsworth Cengage Learning). The course covers the following topics:

Scientific Method and Experimental Design

Biological Foundations of Psychology

Psychological Development

Sensory Processes

Perception

Consciousness

Learning and Conditioning (Classical and Operant)

Memory

Language and Thought

Emotion

Stress, Health, and Coping

Enactment:

The textbook includes extensive explanations of all concepts involved in the course. In addition, lectures emphasize the most important concepts and explain relationships between ideas. I try to use real-life examples as often as possible when explaining concepts. Occasional group discussions are used to help prepare students for upcoming concepts or help them apply concepts to everyday life.

Students' grades are based on several factors: attendance, participation in class, completion of homework, quizzes, and midterm and final exams (see the syllabus attached at the end of this portfolio).

Most homework assignments consist of reading in the textbook and outlining/summarizing the main ideas in the reading. This process helps students to actively process the information, to better understand relationships among concepts, and to prepare for the lectures.

Four quizzes are given throughout the semester (approximately every two or three weeks between exams). One purpose of the quizzes is to help students recognize which areas are causing them difficulty so they can seek additional explanation. Immediately after each quiz, the answers are reviewed in class so students can ask questions about topic they do not understand. Another purpose is to motivate students to study the concepts repeatedly over time (a key factor in retaining information). A final purpose is to prepare students for the exams, which use the same format and have many of the same questions as the quizzes.

Quizzes and exams consist mostly of fill-in-the-blank short answers or providing brief definitions of terms. I never use multiple choice examinations because they do not require students to understand concepts sufficiently. See the attached example of a final exam for the kinds of questions asked (quizzes and the midterm exam use the same format, though the quizzes are shorter).

The midterm exam covers all information from the first half of the semester. In the week after the midterm, students see the results of the exam, and we go over the answers in class (again giving students the opportunity to ask for further explanation). The final exam covers all information from the entire semester, though about 65% of questions are focused on the second half of the semester.

Results:

The course can be quite challenging for non-native English speakers. Some terminology can be difficult to understand, and some concepts are quite complex and difficult to understand. Most students seem to develop a basic grasp of the major concepts; a few students each semester do very well.

Unfortunately, because it is a difficult course, several students each semester drop the course or stop attending. However, it is not practical to make the course easier. An important purpose of the course is to prepare students to study overseas--making the course easy enough for everyone to pass would not properly prepare them for the challenges they will face.

Psychology Fall 2015

Textbook: **Atkinson & Hilgard's Introduction to Psychology**,
by Nolen-Hoeksema, Fredrickson, Loftus, and Wagenar
(Wadsworth Cengage Learning)

Grading:

Quizzes	30 %
Midterm Exam	25 %
Final Exam	25 %.
Attendance and Participation	20 %
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Total	100 %

Homework:

Homework will consist of reading and outlining material in your textbook.

Quizzes:

Quizzes will be given every other week. Each quiz will test for the material covered since the previous quiz.

Midterm and Final Exams:

There will be two exams during the semester. Each exam will be worth 25% of your final score. Cheating on an exam will result in **failure** of the entire course.

Absences & Lateness:

For each hour that you are absent, you lose one point from your final score. You also lose any points for quizzes or exams in that class. An absence may be excused if you have written proof that you could not attend class (e.g. note from your doctor). Notes must be given to me the class after you are absent (**not** at the end of the semester).

Other:

Do not use your phone in class for calls or text messages! If you use your phone during class, you will lose points.

If you need to use the bathroom, please leave and return to the room quietly. Do not take too long.

Contacting me:

Mike Dixon

Office: D577

Email: dixonpufs@yahoo.com

Office hours: To be determined.

If you wish to meet with me outside of class, please set up an appointment.

Student ID: _____ Korean name: _____ Nickname: _____ Class ID: _____

Psychology Final Exam Fall 2015

1. Depending on the kind of _____ they bind with, neurotransmitters can have an _____ effect or an _____ effect.
2. In the maturation process, a _____ is the time when certain stimuli are needed for _____ proper development to occur.
3. _____ is the important, relevant part of information, and _____ is the unimportant, irrelevant part.
4. In the eye, the retina has two kinds of photoreceptors: _____, which are sensitive to low light, and _____, which are sensitive to brighter light and different colors.
5. An area of the retina called the _____, which has a very large number of color receptors, has very high _____.
6. Three different types of color receptors, each most-sensitive to a different color of light, were predicted by the _____ theory of color vision.
7. Color has three characteristics: saturation, _____, and _____.
8. Sound has three characteristics: timbre, _____, and _____.
9. An adaptation effect for temperature and pressure means, after a while, you _____ a constant stimulus.
10. What are four of the five aspects of perception? _____, _____, _____, and _____.
11. Three types of monocular depth cues are _____, _____, and _____.
12. When an object appears to be the same color even when lit by different wavelengths of light, it's an example of _____.
13. In the recognition of objects, top-down processes are useful because _____.
14. The three components of drug dependence are _____, _____, and _____.
15. In classical conditioning, an unconditioned response (UR) is an _____ response to a stimulus. _____ stimulus is initially neutral, but it will elicit a response after repeated pairing with _____ stimulus.

16. Reinforcement _____ the probability of a behavior; punishment _____ the probability of a behavior.

Write brief definitions (fewer than five words for each) for the following terms:

17. positive reinforcement

18. negative reinforcement

19. positive punishment

20. negative punishment

21. Reinforcing behaviors that are more and more similar to the desired behavior is called

_____.

22. The schedule of partial reinforcement that results in the steadiest, most-rapid response rate is

_____.

23. Learning to make a certain response in order to prevent an aversive stimulus is called

_____.

24. If you are sure you know the answer to this question, but you just can't think of the right term, it's probably a _____ breakdown in which stage of memory? _____

25. A couple of different kinds of memory stores have been proposed:

_____, which stores _____ memories of events and facts, and
_____, which stores skills.

26. _____ memory has a capacity of about 5 to 9 items.

27. What are three of the five ways that emotions can affect long-term memory and retrieval?

_____, _____, and
_____.

28. A system for aiding memory is a _____ system.

29. The three levels of language production and comprehension are _____,
_____, and _____.

30. We are usually good at distinguishing between sounds that correspond to

_____.

31. The speech of patients with _____ aphasia has poor fluency and syntax.

32. When children apply a word to neighboring concepts, such as calling a magazine a "book," they
_____. They usually stop doing this by the age of _____.

33. The most-important properties for being a member of a concept are

_____. Properties _____ that describe the most-typical example of a
concept are _____.

34. In _____ reasoning, logical rules are applied to determine if a conclusion must be true; in _____ reasoning, judgments are made about the probability of a conclusion being true.

35. A "short-cut" procedure that's easy to apply when making decisions is _____.

36. When we accept evidence that supports our views but reject evidence that contradicts our views, it's an example of _____.

37. Propositional thought relies on symbolic representation; imaginal thought relies on _____ repres.

38. Patients with parietal lobe damage exhibit _____, in which they ignore some part of the visual field in both perception and imagery.

39. The way we represent the different elements of a problem is the _____.

40. _____ is changing the mental representation of the problem.

41. What is one difference between emotions and moods?

42. Our interpretation of the meaning of the current circumstances is _____.

43. When people feel fearful, they tend to think future risks are _____ likely.

44. A desire to do certain actions during certain emotions is called _____.

45. The facial feedback hypothesis states that _____.

46. There is a larger gender difference in the _____ of emotion than in the _____ of emotion.

47. Event that are less _____ and less _____ are **more** likely to cause greater stress.

48. Four of the five **psychological** reactions to stress are _____, _____, _____, and _____.

49. The two classifications of coping skills are _____ coping and _____ coping.

50. Two physiological disorders which are more likely to develop in people experiencing chronic stress are _____ and _____.