Psychology 1103  
General Psychology  
Fall 2008

Division of Behavioral Sciences  
Instructor: Russ Reglin, M. S.  
E-mail: rreglin@mnu.edu  
Office Hours: By Appointment  
Office Phone: 782-3750 x-3619

T/Th 10:45-12:00  
Metz 103  
Fax: 913- 791-3402  
Office Location: Metz 209  
Course Credit: 3 hours


Course Description:  
This course investigates the basic concepts and theories related to the field of Psychology. This includes the history and major systems, statistics, social foundations, human development, ethical issues in experimentation, current issues in the field and application to contemporary life.

Prerequisites: none

Course Objectives:  
Students who satisfactorily complete this course should know how to:
- explain human behavior from the major schools of Psychology,
- read research which reports results in basic statistical terms,
- identify social foundations of human behavior,
- describe expected differences of developmental stages of human life,
- debate ethical issues in psychological experimentation,
- apply psychological principles to contemporary life and to concepts of God and country,
- recognize signs, symptoms, and predisposing conditions associated with psychological diseases and conditions,
- accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

Academic Honesty: See student handbook for all policies regarding academic honesty.

Special Need Students: Any student who is in need of special accommodations should contact the professor within the first two weeks of the semester.

Course Requirements:  
*Exams: 7 @ 100 pts. each.  
**Psych Lit paper: 50pts.  
***REBT paper 50 pts.  

    700  
    50  
    50  
    total 800
* The student is responsible for any information in the course text as well as anything that is shared by any medium during class time.

**Psychological Literature (Psych Lit) papers. Pay careful attention to expectations.** The student will select an article from a professional psychological journal. The journal topic will fall under one of the following categories: **Self-Development**, **Healthy Behavior**, **Personal Growth**, or **Self-Esteem**. The student is encouraged to check with the professor if unsure whether an article is appropriate or not. The student will turn in the entire article. The student will **highlight the information deemed important**. In their own words the student will describe the content of the research article. The student will also provide one paragraph containing their own honest analysis of the content of the article. The write-up will be no less than one and no more than two pages, typed and double-spaced. **Do not** use “magazines” such as Time, Newsweek, Psychology Today or Newspapers.

Point Breakdown:
- entire article provided 10 pts.
- highlighted material summarized 25 pts.
- spelling, grammar, 1-2 pages 5 pts.
- student’s analysis provided 10 pts.
Total 50 pts.

Recommendation for locating Professional Journals:
- MNU Homepage
- Current students
- Library
- Databases
- EBSCOhost
- Student ID #
- Click here to continue to EBSCOhost
- EBSCOhost Web
- Check box for Psych Info, then click on continue at bottom of page
- Following Find: enter subject; Default field: title or another entry.
- Search (If difficulties, touch base with a librarian or a res. tech. for assistance.)

***Rational Emotive Behavioral Theory (REBT)
The purpose of this assignment is to increase self-understanding especially regarding self-esteem, confidence, and personal growth.**

The student will turn in a 1-2 page, typed, double-spaced paper that provides the following:
- ~2 separate beliefs the student has that they consider to be irrational in nature according to REBT concepts. State how each negatively impacts the student’s life.
- ~A statement of restructuring each belief to make them more rational.

Point Breakdown:
- ~2 irrational beliefs 20 pts.
- ~2 examples of cognitive restructuring 20 pts.
- ~spelling, grammar, neatness 10 pts.
Total 50 pts.
****Attendance: Starting with the third miss the student will lose 5 pts. per miss. There will be no excused absences. Use cuts wisely.

**Point Breakdown:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>736-800</td>
<td>A</td>
<td>576-623</td>
<td>C</td>
</tr>
<tr>
<td>720-735</td>
<td>A-</td>
<td>560-575</td>
<td>C-</td>
</tr>
<tr>
<td>704-719</td>
<td>B+</td>
<td>544-559</td>
<td>D+</td>
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<tr>
<td>656-703</td>
<td>B</td>
<td>496-543</td>
<td>D</td>
</tr>
<tr>
<td>640-655</td>
<td>B-</td>
<td>480-495</td>
<td>D-</td>
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**Extra Credit:** Each student will have the option of doing a research paper for a possible 25 points of extra credit. The paper will be 4-6 pages in length, typed, and double-spaced. A minimum of four current sources (last 5 years) is required for the option of full credit. The student will use a minimum of 3 professional journals. Due December, 4th, 2008. Spelling & Grammar worth 5 points; content worth 20 points. It will not be accepted late.

**Exams** may not be taken after scheduled dates. A student could take an exam early if pre-approved by professor.
**Tentative Schedule**

<table>
<thead>
<tr>
<th>Aug</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>19:</td>
<td></td>
<td>21: Intro &amp; Ch. 1</td>
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<tr>
<td>26:</td>
<td>Ch. 1</td>
<td>28: Ch. 1</td>
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<tr>
<td>Sep</td>
<td>2: <strong>Exam 1</strong></td>
<td>4: Ch. 3</td>
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<tr>
<td>9:</td>
<td>Ch. 3 &amp; 4</td>
<td>11: Ch. 4</td>
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<tr>
<td>16:</td>
<td><strong>Exam 2</strong></td>
<td>18: Ch. 5 <strong>Psych Lit Due</strong></td>
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<tr>
<td>23:</td>
<td>Ch. 7</td>
<td>25: Ch. 7</td>
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<tr>
<td>Oct</td>
<td>30: <strong>Exam 3</strong></td>
<td>2: <strong>REBT Discussion</strong></td>
</tr>
<tr>
<td>7:</td>
<td>Ch. 10</td>
<td>9: Ch. 10 &amp; 11 <strong>REBT Due</strong></td>
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<tr>
<td>14:</td>
<td>Ch. 11</td>
<td>16: <strong>Exam 4</strong></td>
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<tr>
<td>21:</td>
<td>Ch. 12</td>
<td>23: Ch. 12 &amp; 13</td>
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<tr>
<td>28:</td>
<td>Ch. 13</td>
<td>30: <strong>Exam 5</strong></td>
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<td>Nov</td>
<td>4: Ch. 14</td>
<td>6: Institu. Testing-no class</td>
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<td>11:</td>
<td>Ch. 14 &amp; 15</td>
<td>13: Ch. 15</td>
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<td>18:</td>
<td>Positive Psych dis.</td>
<td>20: <strong>Exam 6</strong></td>
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<tr>
<td>25:</td>
<td>Ch. 16</td>
<td>27: Thanks. Break!!!</td>
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<tr>
<td>Dec</td>
<td>2: Ch. 17</td>
<td>4: Ch. 17 (<strong>x-c due</strong>)</td>
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<tr>
<td>9:</td>
<td>“Final” Exam 8:00-9:50</td>
<td></td>
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</tbody>
</table>
Chapter 1: Introducing Psychology and Research Methods
Chapter 3: Child Development
Chapter 4: From Birth to Death: Life-Span Development
Chapter 5: Sensation and Perception
Chapter 7: Conditioning and Learning
Chapter 10: Motivation and Emotion
Chapter 11: Personality
Chapter 12: Health, Stress, and Coping
Chapter 13: Psychological Disorders
Chapter 14: Therapies
Chapter 15: Gender and Sexuality
Chapter 16: Social Behavior
Chapter 17: Applied Psychology