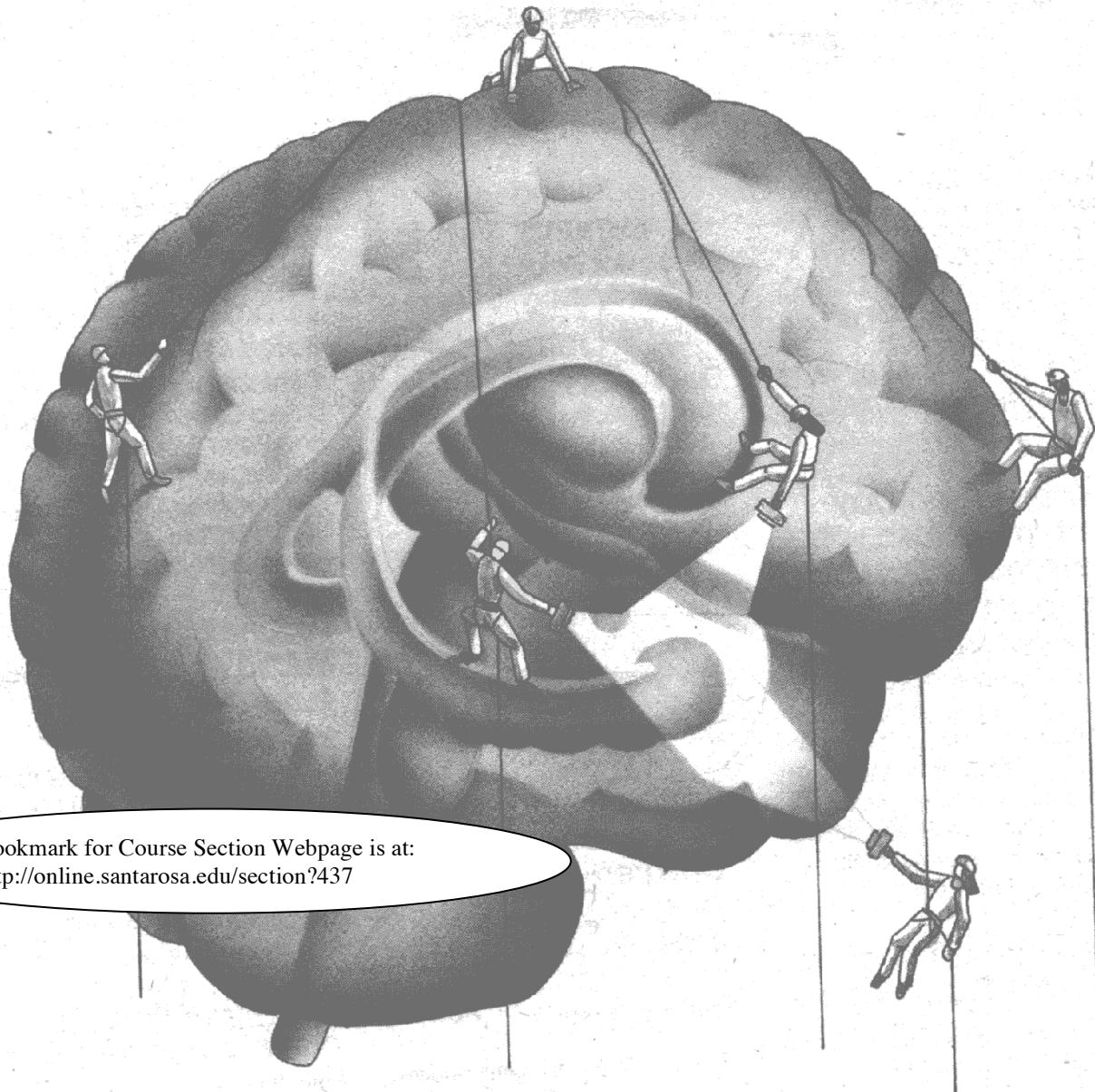


# *Introduction to Psychology*

## *Course Overview & Requirements*



Bookmark for Course Section Webpage is at:  
<http://online.santarosa.edu/section?437>

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Santa Rosa Junior College  
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# *Introduction to Psychology Course Overview*

## **Psych 1A – Introduction to Psychology Course Overview**

### **SRJC Catalog Description:**

This course explores psychology. The scientific study of human behavior; emotions, thinking, heredity, environment, learning, intelligence, and human diversity are major topic area.

### **Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Define psychology; outline its historical roots; identify what psychologists duties include; and apply the critical thinking process to psychological phenomena and research outcomes.
2. Describe and apply with examples the various psychological research methods used to study behavior; include description of case studies, naturalistic and laboratory observations, correlational studies, surveys and tests, the experimental method, and longitudinal and cross-sectional studies.
3. Diagram the structure of the brain and its neuron cells; include descriptions of hemispheric specialization, location of important structures and their functions, and male / female differences.
4. Discriminate among the following body rhythms and mental states: circadian rhythm and the sleep cycle, infradian rhythm and the premenstrual cycle, and ultradian rhythm and the stages of dream.
5. Analyze the processes of sensation and perception and relate how abilities, beliefs, and emotions can affect sensory perception.
6. Summarize the principles of classical conditioning, operant conditioning, and social-cognitive learning and apply these principles when explaining the origins of phobias, fetishes, and aggression.
7. Determine how societal roles and rules, authority figures, and group opinions and behaviors affect an individual's opinions, actions, and emotions; generate a plan on how to decrease stereotypes, prejudice, and discrimination.
8. Distinguish among the different theories of intelligence, including Sternberg's Triarchic Theory of Intelligence and Gardner's Theory of Multiple Intelligence.
9. Discuss how the body, mind, and culture influence the experience and display of emotions; assess the components of stress and describe how to cope and manage stress.
10. Compare and contrast the following theories of personalities: biological (genes and heredity), environmental (parents, peers, situations), cultural (values and traits), psycho-

dynamic (unconscious conflicts and desires), and humanistic (present inner self) theories.

11. Analyze and describe the following categories of psychological disorder: anxiety disorders, mood disorders, eating disorders, personality disorders, dissociative disorders and schizophrenia.

12. Apply the following treatment strategies and therapeutic styles to their appropriate psychological disorders: lobotomy, ECT, antianxiety, antidepressant, antipsychotic, psychodynamic, cognitive-behavioral, behavioral, humanistic, group, and family.

### **Topics and Scope**

1. What is Psychology?
2. How Do Psychologists Research?
3. Evolution, Genes, and Behavior
4. Neurons, Hormones, and the Brain
5. Body Rhythms and Mental States
6. Sensation and Perception
7. Learning and Conditioning
8. Behavior in Social and Cultural Context
9. Thinking and Intelligence
10. Memory
11. Emotion
12. Motivation
13. Theories of Personality
14. Development over the Life Span
15. Health, Stress, and Coping
16. Psychological Disorders

### **Typical Assignments:**

1. Carefully read approximately 25-50 pages per week and recapitulate assigned material in the textbook and supplements.
2. Take at least two exams and one final on lectures, reading concepts and terminology.
3. Write a term or course research paper approximately 3-5 pages in length for the purpose of learning research skills, enhancing course knowledge, and improving writing skills.
4. Students generally have a 250 word writing assignment with each from the assigned workbook.

# Course Organization

*Sigmund Freud had an interesting thing  
to say about pain and suffering in life.  
Avoid it!*

## ⇒ Overview

1. This general psychology course involves the scientific study of biopsychology; psychological development; sensation and perception; learning; cognitive processes; motivation and emotion; stress, coping, and health; personality; individual differences; social psychology; psychopathology and psychotherapies.
2. **Textbooks and Other Class Materials.** There are two textbooks. First is: *Psychology: Concepts and Connections* (10<sup>th</sup> ed.) by Spencer A. Rathus (Cengage Publishers, 2012). The ISBN number is 0495503657. Note: This is a loose-leaf version that is very inexpensive. However it cannot be sold back to the bookstore. This trade off seemed to make sense to me. The second one is: *Introduction to Psychology: The Psychaide* (6th ed. 2015 - 2017) by Dr. J. Davis Mannino. This workbook may be purchased at campus bookstore or through an arrangement with your professor. It is important that you purchase this workbook immediately as there are assigned exercises you must complete, mail in, or bring to class. Please bookmark the "course section" Webpage. You will also need to purchase a package of scantron test blanks for testing purposes. Students who arrive without scantrons may buy one from the professor for the outrageous price of \$.50 cents each--- or you may run to the bookstore and buy your own [Note; Not needed for online classes].
3. There may be two random in-class quizzes given. One quiz may occur sometime during the first half of the semester (25 questions each) and another one may occur sometime during the second half of the semester. These quizzes will derive from media articles, films, lectures, and chapter readings for that day's session course work. These quizzes are at a weight of 50% of a full exam.
4. Testing: *You must sit for three out of any four exams.* The fourth exam is both the designated make-up exam and Final Exam. *There will be no other make-up exams.* If you have not missed any exams you may choose to sit for the fourth exam, thus allowing the lowest grade to be dropped. Should you miss any two exams, you would immediately fail the course. Please note there are no exceptions. So if your schedule and life patterns are crazy, this class is not for you!
5. See Course Section Website for details --- URL is on the cover of this syllabus!

Pages 4 through 6 of the actual class schedule may be retrieved by clicking on the "*Calendar & Homework*" icon in the "Navigational Toolbar" found at the top of the course website. The direct link to the course website is:

<http://online.santarosa.edu/presentation/schedule/?4107>

# Grading Policy

*Self-knowledge is best learned,  
Not by contemplation, but action.*

Goethe

*Acceptance into Dr. Mannino's class is contingent upon acceptance of the following "Grading Policy & Rules."*

**1. Grade Weighting of Course Components** - Quizzes, Essay Paper, Exams, Projects, Attendance, Presentations, and other Class Assignments and Class Participation count for 100% of a numerical final grade. Other options may increase a grade.

**2. Exams** – (a) All students must sit for 3 out of 4 regular exams. (b) Each exam is multiple choice and/or true or false and worth 80 points. (c) 20 points of each exam is a written portion that students prepare at home to bring in on each exam day. Details will be explained. (d) Students who take all four exams will have the lowest grade dropped. (e) Students who miss an exam must take the 4th exam, which is the designated make-up exam. (f) Students who miss two exams will fail the course automatically. Such students should drop the course if there is still time left to drop. See college regulations on "drop policy." (g) *Exams are all or nothing. That is, students may not skip the multiple-choice part but hand in the written part or vice versa.* (h) No email submissions will be considered as too many students have attempted to use the excuse --- "But, I sent it to you by email" --- when in fact I have never received it --- a ruse at best!

**3. Online Assignments** - (a) There are 17 "Classwork Assignments" worth 340 total points. Each of these 17 assignments has a "minimum" word count expectation (length) of 500 words or more total for EACH of the 17 online classwork assignments. Each of these online classwork assignments is worth 20 points. Each is "pass or fail." Sloppy work (grammar, spelling, and cohesion) may have points deducted. Students must take at least three out of four exams worth 100 total points each for an overall total of 300 points. There are no make-up exams. If a student missed two exams they fail the course automatically. If a student takes all four exams, the lowest exam grade is dropped. Thus total points possible for this course is 640. Any and all extra credit is simply added to a student's overall score. No more than 30 points extra credit is permissible. (b) Each semester, students have until the announced date (See "Calendar & Homework" schedule) to catch up on late assignments without penalty. After that date, 25% will be taken off for each late assignment. (c) Again, Students need to have a "minimum" word count (length) of 500 (more is nicer) words for each of the 17 online classwork assignments. That means 4 points for each 100 words and 20 points for each 500 words. This range is for ALL tasks within each online homework assignment. Each is worth 20 points and is graded "pass or fail." You should consider less than 500 words to mean a failure and no points, though I most likely will give partial credit in situations of less than 500 words. (d) The 17 online assignment submissions are initially posted in the gradebook at full value --- 20 points. Once they are reviewed, points will be taken off for lateness and-or poor word count (length). So don't count your chickens until your eggs hatch. These assignments are a time for you to be honest with yourself. Thus they are NOT read and graded based on professor's perception of quality. If you wish to cheat yourself, you are the lesser loser! It can take time for your professor and/or his TA to approve submitted homework assignments.

TPQ - "Though-Provoking Question" or Article. In particular, students must post a response at the "message board" for each of the 17 online homework assignment "thought-provoking" questions or articles. This course requirement is NOT graded, as it is considered class participation --- something that is simply expected and therefore not graded. However, this important course requirement is "policed" very closely. Responses to less than 75% (13 to 14) of the 17 "thought-provoking" questions or articles, in a timely and not late condition, will result in a global overall penalty of minus 100 points. This will make a fatal difference at the end of the course, should a student not have interacted in a robust fashion. Students who come close to achieving a higher final course grade, will have their message board participation used in determining whether they receive the higher grade or not. All other course requirements must, however, be met first. "Message Board" participation, will also prove helpful in mastering exams. Remember to post each of your 17 TPQs on the message board as well as in each of the 17 online homework assignments].

**4. Scantron Grading** - It is very important that students understand that as many as six exam versions are used for each exam. Be certain to note the correct exam version and color. Follow the oral directions carefully and review the scantron sample shown on the screen very carefully before turning it in to the professor. Since several versions are used it is not practical to rerun scantrons for each of the several versions used. Students who feel they may have made an error in noting on the scantron the correct exam version they used, may choose to take the designated make-up exam. Exams and key are kept for only one week from date of return. Requests to review exams must be made within that timeframe. Note: Exam master, copies, and scantron key(s) are thrown out after one week.

**5. Participation** - Class Participation is Pass/Fail. Little or no class participation results in an automatic deduction of up to 10 points off the final numerical grade. This decision is at the full discretion of the instructor. Students who have valid reasons for not participating in class may make arrangements to complete an acceptable alternative.

**6. Attendance Policy** - The college policy on attendance [consistent with local and state policy], is that any student who misses 10% of classes in a course will fail that course. If possible and deadline timeframes allow, students should dropped the course. This policy also states, that unless otherwise stated by the professor, there is NO difference between excused and unexcused absences. In other words, missing a class with or without a doctor's note makes NO difference. Since this semester course meets only one a week, for only an hour and half, attendance is vital. If you miss **six classes**, you will fail the course. Students should drop the course if deadline timeframes permit. There is NO distinction between excused and unexcused absences for this course. Furthermore, students who miss the first two classes of this course may also be dropped. The course attendance policy will be further explained during the first week of classes.

7. If an assigned quiz is missed and a make-up quiz is not completed, each missed quiz will be graded as an automatic zero for purposes of determining a final numerical grade.

8. Any assignment not completed by the instructor's deadline will result in the loss of 10 points off the final numerical grade for each school day late. No paper will be accepted more than one week later.

a. From time to time papers are lost or misplaced--or more likely submitted incorrectly by

students (handed in late, mailed or emailed incorrectly, placed under wrong office door, etc.). Students should always keep copies of all their work should such problems arise.

b. Students should keep copies of all returned work (papers, exams, scantrons, etc.) in case gradebook errors are made--which happens from time to time.

9. There is no curve used in this course. Letter grades translate into numerical grades as noted below. To compute your overall "rough" final grade, just total up your three exam grades and divide by three. That is your rough grade. This grade is then further effected by any and all extra credit you may have submitted or received in class.

A = 90 - [576 points or better]  
B = 80 - [512 points or better]  
C = 70 - [210 points or better]  
D = 60 -[180 points or better]  
F = 57 or less [179 points or less]

Students who find themselves within 1-2 of points of a higher letter grade will have such factors as attendance, class participation, special projects, etc., factored in as consideration for receiving a higher letter grade. This decision is totally at the discretion of the instructor. Students who have gone the whole nine yards to earn possible points (i.e., perfect attendance or good class attendance, special projects, class participation, both essays, etc.) and are within a couple of points of a higher letter grade will automatically receive the higher grade as an acknowledgment of their hard work and extra sacrifice. Students are encouraged to complete assigned extra credit projects.

**10. Disruptive and Inappropriate Behavior** - Students may have their final grade reduced one letter grade and/or referred to the administration for disciplinary action for the following: a) Disruptive, insulting, and disrespectful behavior to a professor [either during office hours, in class, online, or in emails, etc.]. b) Disruptive, insulting, and disrespectful behavior to others [either in class, online, in homework assignments, or in emails, etc.]. c) Conduct that is racist, sexist, homophobic, or otherwise discriminatory in nature to others [disabled, elderly, etc.]. d. Conduct this is dishonest (cheating, plagiarism, etc.)

11. Be sure to review the entire "Course Basics" Webpage for additional considerations regarding testing and grading and other class requirements.

**12. End of Course Last Minute Complaints Are Not Acceptable!** Students must report grading errors (work not graded, missing grades, or incorrect grades in the course online gradebook) within a reasonable time or the matter will NOT be "revisited." For example, If you handed in a project for extra credit that was due by the sixth week of class, and it was announced that all such projects were graded, returned, and posted during the eighth week, it is your responsibility to let the professor know within two weeks of any errors or omissions [Note: Scantron errors must be reported within one week. See "Scantron Grading" in item #3 above.] End of semester complaints about lost, missing, or grades in error will not be entertained due to the sheer number of students in the "Large Lecture Load" setting. The only exceptions are matters surrounding Final Exams and Final Course Grades where math errors or omissions have been made. Therefore track your grades carefully in a timely fashion.

# Getting Along in Large Lecture Settings

*I had to give up masochism,  
I was enjoying it too much*

Mel Calman

*Blessed Are The Learners.* Taking a class in a large lecture setting requires special considerations by both the instructor and especially students. You simply must refrain from extra or private conversations in Newman during lectures. The acoustics are too good, so both students and I will be disturbed. Keep in mind you are sharing a room with as many as 230 students.

*Questions Welcomed.* Since this is a lecture and discussion style class, questions and comments are welcome. Because of the size, however, I may not always be able to get to each question if many arise. However, there is always email for questions, office hours, and office hours by appointment.

*Inconsiderate Behaviors.* It is unacceptable, not to mention rude, to be working on other homework, reading, or worse yet, yawning and dozing off during lecture. Such behavior is always noticed by me and in fact breaks my concentration. I will discuss such problems with students on the spot should such inconsiderate behavior become evident to me. Students who are inconsiderate or disrespectful will be dropped from the course. Students who are disturbed by others for whatever reason, please report such behavior to me.

*Attendance.* Students may miss no more than three classes. Attendance will be taken and it is your responsibility to make sure you have signed in. Please do not ask me to amend a sign-in sheet. It is not fair to other students who have been responsible enough to remember to sign in. Signing in for other students is dishonest and will result in an automatic F for the course. Attendance will be taken during the second part the class after break.

*Tardiness.* I do not have a problem with a student arriving late from time-to-time, as long as it is not a pattern-of-behavior. Since this is only a 1.5 hour class that just meets once a week --- it is best to come to class even if late — as long as lateness is not a pattern.

*Leaving Early.* If you must leave early, please advise me first and then sit close to an exit so your departure will not be as disruptive. If a student picks up their books and leaves early without prior notification, generally I will stop the class to make inquiries.

*Absences.* Please do not call me to let me know you will be sick or absent. If you will be missing more than one class due to illness, or other such emergency, than you should call or email me immediately.

**CONDUCT.** Any student who in the eyes of the professor is OVERTLY rude, disrespectful, or shows lack of tolerance, understanding, and or compassion to issues of diversity, tolerance, and the acceptance of all, may, at the professor's discretion, have points deducted from their overall grade; from extra credit, or in more severe cases, receive a lower grade. Students may also be expelled from class and referred to the Dean of Students for further action. Please see the "Student Code of Conduct" link in the "Proviso and Disclaimer" section of "Course Basics".

# Student Needs

*Our lives teach us who we are.*

Salman Rushdie (1990)

I want you to succeed! The following special opportunities will better help you succeed in this class on human sexuality.

1. Office Hours: Room 1544 - Emeritus Hall
  - a. Regular Office Hours – Wednesdays & Thursdays. Appointments preferred. My office hours are for your planning a timeframe to make an appointment. Walk-ins generally don't work and it may take up to two weeks to arrange an actual office visit.
  - b. Mondays - 02:00 PM to 03:00 PM
  - c. Wednesdays - 02:00 PM 03:00 PM
  - d. Other Office Hours by Appointment
  - e. Office Hours by Email – DrMannino@aol.com
  - f. "Course Message Board" and "Online-Live-Time Chatroom"
2. Phone Numbers (Office, Message Phone, Fax, and Email)
  - a. Voicemail: 524-1742
  - b. Department Fax: 522-2755
  - c. Email: DrMannino@aol.com
  - d. Section Webpage: <http://online.santarosa.edu/section/?437>
3. Special Needs – Special Programs
  - a. Tutors - There are free tutors available at the campus "Tutorial Center
  - b. Guidance 60 – Effective Study Workshop - This workshop may be useful to you in making college work better for you. There are start dates throughout the semester.
  - c. Academic Reader – I have two professional readers who assist me in reviewing semester research projects. Readers recommends grades, though I will make the final decision as to quality and grade.
4. Other Considerations? Let's talk!

# *Pretest of Psychology Knowledge*

*Observation, not old age, brings wisdom.*

Publilius Syrus, 42 BCE

## ***Overview and Directions***

Read each statement below and decide whether you think it is true or false.

- ☐ 1. People of high intelligence are more likely to suffer mental illness than of average intelligence.
- ☐ 2. The people who threaten suicide are rarely the ones who actually commit suicide.
- ☐ 3. Drug addiction is a major cause of violent crimes, such as murder.
- ☐ 4. Most cases of color blindness can be cured by diet.
- ☐ 5. Competition is instinctive in human nature.
- ☐ 6. Alcohol, taken in proper dosage, is a stimulant to clear thinking.
- ☐ 7. The study of mathematics improves the ability to solve nonmathematical problems.
- ☐ 8. Slow learners remember what they learn better than fast learners.
- ☐ 9. Cats can see in complete darkness.
- ☐ 10. When physicians refer to an illness as psychosomatic, they mean that the symptoms exist only in the patient's imagination.
- ☐ 11. The atmosphere magnifies the image of the moon when the moon is low in the sky.
- ☐ 12. When hypnotized, people can be made to perform feats of strength that would ordinarily be impossible.
- ☐ 13. Intelligence is completely inherited from one's parents.
- ☐ 14. If your car breaks down, you are more likely to get help from a passerby on a busy highway than on a lightly traveled country road.
- ☐ 15. Punishment is the most effective way to reinforce the learning of new habits.
- ☐ 16. A one-eyed man could not land an airplane effectively.

From "True/False Quiz for Intro Psychology," adapted by R. M. Bragiel, October, 1990. Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, Indiana in IM Weiten.

# Pretest Of Psychology Knowledge - ANSWERS

*They eyes have one language everywhere.*

George Herbert, (1593-1633)

## ⇒ **Directions**

Read each statement below and decide whether you think it is true or false.

- 1. People of high intelligence are more likely to suffer mental illness than of average intelligence.  
ANS: False. Depression is an equal opportunity disease
- 2. The people who threaten suicide are rarely the ones who actually commit suicide.  
ANS: False. Vast majority of suicides left indicators, or previously announced it.
- 3. Drug addiction is a major cause of violent crimes, such as murder.  
ANS: False. A major cause of crime, but not necessarily a major cause of violent crime.
- 4. Most cases of color blindness can be cured by diet. ANS: False. Genetic, almost always male.
- 5. Competition is instinctive in human nature.  
ANS: False. Survival tends to be instinctive, not competition.
- 6. Alcohol, taken in proper dosage, is a stimulant to clear thinking.  
ANS: False. It is a depressant, one of the major causes of automobile accidents, even in small doses.
- 7. The study of mathematics improves the ability to solve nonmathematical problems.  
ANS: False. We all have heard about the computer and math nerd who can't tie their shoes.
- 8. Slow learners remember what they learn better than fast learners.  
ANS: False. Comprehension is the critical factor not being fast or slow.
- 9. Cats can see in complete darkness. ANS: False. They need some light to enhance their vision.
- 10. When physicians refer to an illness as psychosomatic, they mean that the symptoms exist only in the patient's imagination.  
ANS: False. Psychosomatic illnesses are real to the patient, though they have no etiology.
- 11. The image of the moon is magnified by the atmosphere when the moon is low in the sky.  
ANS: False.
- 12. When hypnotized, people can be made to perform feats of strength that would ordinarily be impossible. ANS: False. People in hypnotic states cannot be made to do anything they do not want to nor could they do in nonhypnotic states.
- 13. Intelligence is completely inherited from one's parents.  
ANS: False. Environmental factors have much to do with intelligence.
- 14. If your car breaks down, you are more likely to get help from a passerby on a busy highway than on a lightly traveled country road.  
ANS: False. Highway passerbys tend to think the "next guy" will stop to help.
- 15. Punishment is the most effective was to reinforce the learning of new habits.  
ANS: False. Reinforcement is much more effective, though some punishment does work.
- 16. A one-eyed man could not land an airplane effectively.  
ANS: False. There are many factors involved here, but one eye is as capable as two. They both tend to have equal functions.

# Week 1 Class Outline

We put on a face to meet the faces that we meet.

T. S. Eliot  
English Writer

## Overview

1. Personalized Introduction by Instructor
  - a. Correct class? Section, Time, and Days
  - b. Immediate questions
  - c. Background of instructor
  - d. Difficulty of facilitating students in a "Large Lecture Hall" setting
  - e. Citizen (conduct and "Notice of Caution")
  - f. Website exploration
  - g. Attendance (See posted "Standards" at website gradebook)
2. Philosophy: "My job is not to teach you but to teach you how to learn."
3. Condensed survey course will rely on readings, workbook, participation, media, and group.
4. Handouts and Review:
  - a. Review *Course Overview and Requirements* completely
  - b. Review details thoroughly at course website
  - c. *Psychaide* and textbook at SRJC Bookstore ONLY
  - d. *Psychology* textbook is also at bookstore and L&L Bookstore.
  - e. Review semester schedule
  - f. Office hours and student needs
5. First day Introductions
6. Discuss online assignments
  - a. *Icebreaker 1* – Online
  - b. *Icebreaker 2* – Online
6. Recommendation: Purchase Books, and Take "Guided Library Tour"

# Icebreaker 1: What Brings You Here?

Praise yourself daringly.  
Something always sticks.

Francis Bacon

Date: \_\_\_\_\_  
(In-class exercise)

## ⇒ *Directions*

In small groups introduce yourselves to each other and discuss the following. Be prepared to return to full class and discuss the following questions in class, as time permits and your comfort level allows. Note: It will be interesting to look back at this exercise at the end of the course, for comparison purposes. What changes have occurred?

1. What are some of your fears in taking this course?

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2. What are some of your goals in taking this course?

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3. During full class discussion, if time allows, I may call upon you to share with the class the following information. So prepare some comments.

- a. Name
- b. Current work or career history
- c. Previous experience with psychology courses
- d. New to college? Just out of high school?
- e. How many and which college courses are you taking?
- f. What are your college and career goals?
- g. Why are you taking this course?

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4. Relate a memory or story surrounding “something psychological” from your personal experiences. Be as specific as your comfort level allows.

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5. Read the enclosed poem *When I Grow Old I'll Wear Purple!* and relate it to your life and life in general.

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6. List a couple of the greatest challenges that you have faced or currently still face you. What is the number one goal in your life?

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7. Complete the following exercise entitled: *What Do You Want To Take Away from This Class?* Hand it in next class or as directed by your instructor.

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8. Suggest one or more questions that you would like answered concerning an issue in psychology. I will do my best to incorporate your question(s) into the course---and hopefully address it.

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## *When I Grow Old, I'll Wear Purple!*

When I grow old I'll wear purple with a red hat that doesn't go and doesn't suit me. And I shall spend my pension on brandy and summer gloves and satin sandals and say we have no money for butter.

And I shall sit down on the pavement when I'm tired, and gobble up samples in shops and press alarm bells and run my stick along the public railings and make up for the sobriety of my youth. I shall go out in my slippers in the rain and pick the flowers in other people's gardens and learn to spit.

You can wear terrible shirts and grow fat and eat three pounds of sausages at a go or only bread and pickles for a week and hoard pens and pencils and beer mats and things in boxes.

But meanwhile we must stay respectable and must not shame the children; they mind more than we do, being noticeable. We will keep dry and sensible clothes and spend according to good value, and do what's best for us and for our children.

But maybe I ought to practice a little now, so people who know me are not too shocked and surprised when suddenly I am old and start to wear purple.

*Jenny Joseph from "Rose in the Afternoon"*

## *Icebreaker 2: What Do You Want To Take Away from This Course?*

Name: \_\_\_\_\_  
(Out of class exercise)

### ⇒ *Directions*

Every class is unique. Every class is composed of students who have individual needs. Knowing these needs will assist me in attempting to address some of your individual needs in taking this course. In a group or for next class answer the following questions as candidly as possible.

1. Is this course part of a staff development or career enhancement program? Does this course have particular relevance to your current employment? If so, let me know so I may attempt to incorporate elements into this course that pertain to you and your employment, as regards psychology issues.
2. What is it you want to take away from this course?
3. What types of learning techniques do you find most helpful? (i.e., videos, lecture, guest speakers, group work, role-play, homework, take home exercises, in-class exercises)
4. What have instructors done in the past you have really enjoyed? How can I make this class more enjoyable and helpful for you?
5. What type of grading policy are you most comfortable with? There may be some flexibility in test construction, assignments, etc. I will listen to your comments.
6. What do you expect and want from your instructor / facilitator?
7. Share with me something personal about yourself that has bearing on why you are taking this course in psychology. (This is optional and will be held in strict confidence, if you wish.)
8. Write one question(s) you would like me to address during our time together in this course, that you might be afraid to ask out loud in class or seminar. You may also hand in question(s) anonymously if you would like.
9. Anything else you would like to ask or say?