

Miyazaki International College  
Course Syllabus  
Spring 2018

Course Title (Credits)	SSC 104 Introduction to Psychology (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Futoshi Kobayashi, Ph.D.
E-mail address	fkobayas@sky.miyazaki-mic.ac.jp
Office/Ext	MIC 1-410/Ext. 3735
Office hours	Monday & Wednesday 9:00 - 10:30
Language Teacher	
Instructor	Ellen Head, M.A.
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Office/Ext	MIC 1-205/Ext. 3715
Office hours	Thursday & Friday 13:00 - 14:30

Course Description:		
<p>Psychology is a science that explores how we think, feel, and act. This course will introduce students to the fundamental principles and topics in Psychology. Topics may include human development, perception, memory, intelligence, personality, abnormal behavior, human relationships, and social issues.</p>		
Course Objectives:		
<p>Students will learn how to learn something new in English and improve their English proficiency through</p> <ul style="list-style-type: none"> <li>- explaining key concepts and terminology of selected topics in psychology.</li> <li>- discussing and presenting selected psychological phenomena in groups.</li> <li>- practicing listening, reading and speaking on selected topics in psychology.</li> </ul> <p>Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific research assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities.</p>		
Course Schedule:		
Day	Topic	Content/Activities
1	Introduction & Unit 1: What	Teachers' Self-Introduction, Discussion of

	is Psychology? (1)	Syllabus, Explanation of Goals and Purpose of the Class, Log-in Moodle Course, Introduction of Web Dictionary for English Learners, Explanation of "Psychology" in Greek (Short Lecture), "What is Psychology?" (Moodle Video) & Handout
2	Unit 1: What is Psychology? (2)	Group Report & Discussion for "What is Psychology?" (Moodle Video), "How to Take Notes in English Effectively" (Short Lecture & Handout), Unit 1 Text Listening Comprehension Activity & Group Report, Unit 1 Text Reading with Learner's Dictionary (HW) Understand Unit 1 Text New Words in Simple English.
3	Unit 1: What is Psychology? (3)	Unit 1 Text New Vocabulary Checking Activity, Exercise 1 (Individual Activity for Writing Skills), Random Group Making, Presentation Grading Criteria (Short Lecture & Handout), How to Use Google Drive (Short Lecture), Starting Group Assignments (Announce) "Unit 1 Group presentation will be held on Class 5."
4	Unit 1: What is Psychology? (4)	"Vocabulary for Unit 1" (Individual Activity), Preparation for Group Assignments with Instructors' Help (Announce) "Unit 1 Group presentation will be held next class."
5	Unit 1: What is Psychology? (5) & Unit 2: Research in Psychology (1)	Unit 1 Group Presentations & Grading, Unit 2 Text Listening Comprehension Activity & Group Report, Unit 2 Text Reading with Learner's Dictionary (HW) Understand Unit 2 Text New Words in Simple English.
6	Unit 2: Research in Psychology (2)	Unit 2 Text New Vocabulary Checking Activity, Normal Distribution (Short Lecture), Vocabulary Matching Exercise (Individual Activity), "Median, Mean and Mode" (Short Lecture & Handout), Calculation Activities 1 & 2 (Individual Activity), How to Prepare for Unit 1 Test (Short Lecture) (Announce) "We will have Unit 1 Test next class."

7	Unit 2: Research in Psychology (3)	Unit 1 Test, Coin-Tossing Data Collection & Analysis (Group Work), Random Group Making, Starting Group Assignments (Announce) "Unit 2 Group presentation will be held on Class 9."
8	Unit 3a: Learning (Watson & Pavlov) (1)	Return and go over Unit 1 Test, Unit 3a Text Listening Comprehension Activity & Group Report, Unit 3a Text Reading with Learner's Dictionary, Group Report & Discussion for "John Watson" (Moodle Video & Handout) (HW) Understand Unit 3a Text New Words in Simple English (Announce) "Unit 2 Group presentation will be held next class."
9	Unit 3a: Learning (Watson & Pavlov) (2)	Unit 2 Group Presentations & Grading, Unit 3a Text New Vocabulary Checking Activity, How to Play the Pavlov's Dog Game (Short Lecture), Web Game: Pavlov's Dog (Individual Activity), Classical Conditioning (Lecture: PPT Slides 1-4) (HW) Watch "Classical Conditioning by Pavlov" (Moodle Video, 3 min).
10	Unit 3a: Learning (Watson & Pavlov) (3)	Classical Conditioning (Lecture: PPT Slides 5-7), "Pickles Phobia" (Video, 4 min.), Classical Conditioning (Lecture: PPT Slides 8-9), Group Report & Discussion for "Phobia by Classical Conditioning" (Moodle Video & Handout), How to Prepare for Unit 2 Test (Short Lecture) (Announce) "We will have Unit 2 Test next class."
11	Unit 3a: Learning (Watson & Pavlov) (4)	Unit 2 Test, Group Report & Discussion for "Peach Phobia" (Moodle Video & Handout), Classical Conditioning (Lecture: PPT Slides 10-11), Group Report & Discussion for "Systematic Desensitization" (Moodle Video & Handout), Group Report & Discussion for "Classical Conditioning in Everyday Life" (Handout), Group Report & Discussion for "Advertisement Example 1" (Handout)
12	Unit 3a: Learning (Watson &	Return and go over Unit 2 Test, Group Report &

	Pavlov) (5) & Unit 3b: Learning (Skinner) (1)	Discussion for "Advertisement Example 2" (Handout), Group Report & Discussion for "2 Examples of TV Commercials" (Moodle Videos), Explanation for TV Commercials Analysis Homework, Unit 3b Text Listening Comprehension Activity & Group Report (First Half Only) (HW) TV Commercials Analysis
13	Unit 3b: Learning (Skinner) (2)	Submission of TV Commercials Analysis Homework, Unit 3b Text Listening Comprehension Activity & Group Report (Second Half Only), Unit 3b Text Reading with Learner's Dictionary, Group Report & Discussion for "Skinner Box" (Moodle Video & Handout), How to Prepare for Unit 3a Test (Short Lecture) (Announce) "We will have Unit 3a Test next class."
14	Unit 3b: Learning (Skinner) (3)	Unit 3a Test, Operant Conditioning (Lecture: PPT Slides 1-6), Group Report & Discussion for "Operant Conditioning by Skinner" (Moodle Video & Handout), Unit 3b Positive and Negative Reinforcements (Group Activity) (HW) Understand Unit 3b Text New Words in Simple English.
15	Unit 3b: Learning (Skinner) (4)	Return and go over Unit 3a Test, Unit 3b Text New Vocabulary Checking Activity, Operant Conditioning (Lecture: PPT Slides 7-11), Unit 3b Schedules of Reinforcement (Group Activity)
16	Unit 3c: Learning (Bandura)	Unit 3c Text Listening Comprehension Activity & Group Report, Unit 3c Text Reading with Learner's Dictionary, Group Report & Discussion for "Bobo Doll Experiment by Bandura" (Moodle Video & Handout) (HW) Understand Unit 3c Text New Words in Simple English.
17	Unit 4a: Humanistic Psychology (Abraham Maslow) (1)	Unit 3c Text New Vocabulary Checking Activity, Unit 4a Text Listening Comprehension Activity & Group Report, Unit 4a Text Reading with Learner's Dictionary, Random Group Making, Starting Group Assignments, How to Prepare for Unit 3b & c Test

		<p>(Short Lecture)</p> <p>(Announce) "We will have Unit 3b &amp; c Test next class." "Unit 3 Group presentation will be held on Class 19."</p>
18	Unit 4a: Humanistic Psychology (Abraham Maslow) (2)	<p>Unit 3b &amp; c Test, Group Report &amp; Discussion for "Maslow's Hierarchy of Needs" (Moodle Video &amp; Handout), Unit 4a Concept-Definition Matching Activity (Handout)</p> <p>(HW) Unit 4a Vocabulary Exercise (Handout)</p> <p>(Announce) "Unit 3 Group presentation will be held next class."</p>
19	Unit 4a: Humanistic Psychology (Abraham Maslow) (3) & Unit 4b Humanistic Psychology (Carl Rogers) (1)	<p>Unit 3 Group Presentations &amp; Grading, Go over Unit 4a Vocabulary Exercise, Unit 4b Text Listening Comprehension Activity &amp; Group Report, Unit 4b Text Reading with Learner's Dictionary</p> <p>(HW) Unit 4b Vocabulary Exercise (Handout)</p>
20	Unit 4b: Humanistic Psychology (Carl Rogers) (2)	<p>Go over Unit 4b Vocabulary Exercise, Group Report &amp; Discussion for "Unconditional Positive Regard" (Moodle Video &amp; Handout), "Your Ideal Self" Exercise (Individual Writing Activity)</p> <p>(HW) Finish "Your Ideal Self" Exercise.</p>
21	Unit 4b: Humanistic Psychology (Carl Rogers) (3)	<p>Submission of "Your Ideal Self" Exercise, Random Group Making, Starting Group Assignments, How to Prepare for Unit 4 Test (Short Lecture)</p> <p>(Announce) "We will have Unit 4 Test next class." "Unit 4 Group presentation will be held on Class 23."</p>
22	Unit 5a: Social Psychology (Our Thoughts About Ourselves) (1)	<p>Unit 4 Test, Unit 5a Text Listening Comprehension Activity &amp; Group Report, Unit 5a Text Reading with Learner's Dictionary, "Three Kinds of Self" Exercise (Individual Activity)</p> <p>(HW) Understand Unit 5a Text New Words in Simple English.</p> <p>(Announce) "Unit 4 Group presentation will be held next class."</p>
23	Unit 5a: Social Psychology (Our Thoughts About Ourselves) (2) & Unit 5b:	<p>Unit 4 Group Presentations &amp; Grading, Return and go over Unit 4 Test, Unit 5a Text New Vocabulary Checking Activity, Unit 5b Text Listening</p>

	Social Psychology (Our Thoughts About Others) (1)	Comprehension Activity & Group Report, Unit 5b Text Reading with Learner's Dictionary (HW) Understand Unit 5b Text New Words in Simple English.
24	Unit 5b: Social Psychology (Our Thoughts About Others) (2)	Unit 5b Text New Vocabulary Checking Activity, Unit 5b Comprehension Activity (Handout), Vocabulary Activity for Unit 5a & b (Handout), Two Different Attributions Exercise (Group Activity)
25	Unit 5c: Social Psychology (Our Feelings About Others) (1)	Unit 5c Text Listening Comprehension Activity & Group Report, Unit 5c Text Reading with Learner's Dictionary (HW) Understand Unit 5c Text New Words in Simple English.
26	Unit 5c: Social Psychology (Our Feelings About Others) (2)	Unit 5c Text New Vocabulary Checking Activity, Group Report & Discussion for "Prejudice Demonstration" (Moodle Video & Handout), Group Report & Discussion for "Stereotype Threat" (Moodle Video & Handout)
27	Unit 5d: Social Psychology (Our Relations With Others) (1)	Unit 5d Text Listening Comprehension Activity & Group Report, Unit 5d Text Reading with Learner's Dictionary, Unit 5c & d Vocabulary Matching Exercise (Individual Activity) (HW) Understand Unit 5d Text New Words in Simple English.
28	Unit 5d: Social Psychology (Our Relations With Others) (2) & Unit 5e: Social Psychology (Stanley Milgram) (1)	Unit 5d Text New Vocabulary Checking Activity, Personal Space Measurement Exercise (Pair Work), Unit 5e Text Listening Comprehension Activity & Group Report, Unit 5e Text Reading with Learner's Dictionary (HW) Understand Unit 5e Text New Words in Simple English.
29	Unit 5e: Social Psychology (Stanley Milgram) (2)	Unit 5e Text New Vocabulary Checking Activity, Group Report & Discussion for "Milgram's Experiment" (Moodle Video & Handout), Random Group Making, Starting Group Assignments (Announce) "Unit 5 Group presentation will be held on Final Exam Day."
30	Review & Presentation	How to Prepare for Unit 5 Test (Short Lecture),

	Preparation	Unit 5 Group Presentation Preparation with Instructor's Help (Announce) "Unit 5 Test and Unit 5 Group presentation will be held on Final Exam Day."
	Finals	Unit 5 Test & Unit 5 Group Presentations
Required Materials:		
Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A-4 binder to every class. Instead of using a standard textbook, handouts will be given in class. There are no textbooks necessary. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson.		
Course Policies (Attendance, etc.):		
<p>You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to us <u>within 7 days</u> of such an occurrence. When you miss a lesson, it is your responsibility to see your teachers afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email <u>both of your teachers</u> to explain your absence at least one day in advance.</p> <p><b>A maximum of three and a half (3.5) absences is allowed. The fourth absence will automatically result in a withdrawal from the course.</b></p>		
Class Preparation and Review:		
Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.		
Grades and Grading Standards:		
<p>5 Group Presentations (each worth 8%): 40%</p> <p>6 Unit Tests (each worth 8%): 48%</p> <p>Active Class Participation (including homework): 12%</p> <p>The final grade will be determined as below.</p> <p>A: 90-100 points</p> <p>B: 80-89 points</p> <p>C: 70-79 points</p> <p>D: 60-69 points</p> <p>F: Less than 60 points</p>		

### Plagiarism

Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.

### Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

### Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objectives:

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
3. The ability to identify and solve problems
5. Proficiency in the use of information technology

### Notes:

The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor.

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Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					