

Winter 2011 Psychology Courses Offered at OSU Marion

www.marpsy.net/sched/psysched.htm

GENERAL PSYCHOLOGY 100 will be offered MW 8-10am, F 8 by Dr. Pettijohn, MW 12:30-3p by Dr Tylka, TR 3-5:15 by Dr Shedlosky (and at Delaware Center MW 1:30-3:45 and MW 10-12:15 by Dr Fohl-Bailey). This is the introductory course, and is the prerequisite for advanced studies in psychology. It covers the range of psychology subfields, including psychobiology, development, perception, learning, cognition, motivation, personality, clinical, and social psychology, and focuses on the scientific approach.

HOW TO STUDY 120 (Academic and Personal Effectiveness) will be taught MW 5:30-7p by Mrs. Hazelett, (and in Delaware Center TR 2-3:30p by Dr Fohl-Bailey). This how to study course helps students improve study skills by focusing on how to take effective lecture notes, how to read and study textbooks, and how to take tests. Academic and Personal Effectiveness 120, is for any student who needs a jump-start on study skills and college survival. It does not have prerequisites.

RESEARCH METHODS IN PSYCHOLOGY 300 will be taught Winter Quarter on MW 10-12n by Dr. Terry Pettijohn. This 4 credit experimental methods psychology course involves students in learning about the research methods used in psychology. Prerequisite is psychology 100. Students experience psychology through research and active participation in class activities. Goals include 1) understanding experimental research designs, 2) searching research literature, 3) writing in APA style, and 4) conducting original research. Students will be involved in writing short abstracts of research articles, reviewing the research literature in psychology, conducting several small experiments, and conducting and presenting an original research project. Required of all majors and minors.

POSITIVE PSYCHOLOGY 303 is a 5 credit course offered MW 1-3p by Dr. Tracy Tylka. Positive psychology studies how humans prosper when faced with adversity by identifying and enhancing strengths that allow individuals and communities to thrive. When people live meaningful and fulfilling lives, they cultivate what is best within themselves and strive to enhance their experiences of authenticity within their love, work, and leisure. This course will explore how to increase well-being and authenticity via techniques and exercises. Topics covered will be diverse, such as flourishing under adversity, proactive coping, resiliency, emotional and social intelligence, altruism, empathy, gratitude, love, flow (i.e., total concentration on a meaningful task), mindfulness, savoring, spirituality, meaning, self and body acceptance, optimism, hope, sense of humor, optimal decision making, wisdom, creativity, and courage. The format of the course will be didactic (lecture), experiential (reflection exercises within and outside of class), and interactive (class discussion). There are many required writing assignments related to the topics discussed. Prerequisite is Psych 100.

SOCIAL PSYCHOLOGY 367.01 will explore the various ways people think, feel, and behave in social situations. This course, taught TR 10-12n by Dr. Randi Shedlosky, offers a broad introduction to the scientific study of human social influence and

interaction. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, altruism, prejudice, and interpersonal relationships. Social Psych is a 5-credit hour second level writing course, with prerequisite of English 110 and sophomore status. Because this class fulfills your second-level writing requirement, course assignments will emphasize writing and communicating effectively.

STEROTYPING AND PREJUDICE 375 will use a social psychological approach to explore how we use social group memberships to understand and interact with those around us. This 4-credit course will be taught TR 1-3p by Dr. Randi Shedlosky. We will focus on how and why stereotypes develop, the ways they are maintained, their consequences, and the ways they might be reduced. This course will challenge you to consider the issues of diversity and tolerance in every day activities. Meets Core Area F for majors. Prerequisite is Psych 100.

PSYCHOLOGY OF CHILDHOOD 550 will be taught MW 1-3pm by Dr. Chris Daddis. This course surveys theory and research relating to the physical, cognitive, social, and emotional development of children. We will explore development in these domains within the prenatal period, infancy, toddlerhood, early childhood, and middle childhood. Students will learn milestones in each area of development and will learn to relate theory to normal child development. Child growth will be examined in a variety of contexts, including families, peer groups, and schools as well as through historical and cultural lenses. Area D for majors. Prerequisite is Psych 100.

ADOLESCENCE 551 is a 5-credit hour course that will be taught MW 3:45-5:15p by Dr. Chris Daddis. This course surveys theory and research relating to normal development during adolescence. Adolescent biological, social, and cognitive development is examined in a variety of contexts; including families, peer groups, and schools. We also will examine special problems and issues that often arise during late childhood and adolescence including: adolescent-parent conflict, peer pressure, stress, bullying, teen violence, eating disorders, and depression. We will draw from recent research, learn how the research was conducted, and apply what we learn in the field. Requirements will include several exams, quizzes, and papers that explore a topic from the adolescent research literature. Meets Area D for majors. Prerequisite is Psych 100.

PSYCHOLOGY OF DEVELOPMENTAL DISABILITIES 571 will be taught by Mrs. Marge Hazelett on TR 5:30-7p. The 4-credit course will provide students with a vision of special education from a historical perspective. Values, expectations of students with exceptionalities, and the immediacy of today's challenges of inclusion will be the focus. Students will discuss the right of students to receive an appropriate education in the general education programs and classrooms. Goals will be accomplished through textbook readings, lectures, and guest speakers, including directors of relevant programs and special needs teachers from the state, university, and community.