



Psychology
Northwest College

PSYC 2301 - Introduction to Psychology

CRN **78013** – Spring 2014

Alief Campus | 9:00 A – 12:00 P | Saturday Room B111
3-Hour Lecture/ 48 hours per semester/ Term (16 weeks)

Instructor: Mahnaz Kolaini, M.Ed., LPC-S, NCC

Instructor Contact Information:

Office location and hours: Spring Branch Campus – Please make appointments!

Phone: (713) 718-7449

Email: mahnaz.kolaini@hccs.edu

Professor's HCC Learning Website: <http://learning.hccs.edu/faculty/mahnaz.kolaini>

Course Description

PSYC 2301 is a survey course of the basic principles underlying human behavior. Emphasis is placed on major areas of study in the field of psychology, such as learning, memory, personality, health and stress, child and adult development, and psychological disorders. This course transfers as three (3) hours of credit to most other colleges and universities.

Prerequisites

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 and PSYC 2314 include placement in college-level reading (or take GUST 0342 as a co-requisite) and placement in college-level writing (or take ENGL 0310/0349 as a co-requisite). If

you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy notice that follows.

Course Goals

The goals of all psychology courses at Houston Community College are as follows: Upon completion of this course, students will be prepared to

1. Succeed in advanced psychology courses that include related content and are required for an undergraduate major in psychology
2. Succeed in advanced psychology and psychology-related courses that include related content and are required in non-psychology majors such as nursing and education
3. Understand and evaluate psychological concepts that are covered in this course and are featured in news reports, self-help materials, and as a part of the process of seeking and engaging in psychotherapy

Student Learning Outcomes

The student will be able to:

4. Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.
5. Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
6. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
7. Apply psychological concepts to the solution of current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

Learning objectives

OBJECTIVES FOR SLO #1: Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.
CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY

1. Major schools of thought in psychology
CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
1. Components of the neuron
2. Components of the synapse
3. Action potential
4. Major neurotransmitters
5. Medulla
6. Cerebellum
7. Hypothalamus
8. Limbic system
9. Components of the cerebrum
10. Plasticity
11. Endocrine system
CORE DOMAIN 3: LEARNING
1. Learning
2. Reinforcement
3. Punishment
4. Observational learning
CORE DOMAIN 4: MEMORY
1. Characteristics of short-term memory
2. Characteristics of long-term memory
CORE DOMAIN 5: HUMAN DEVELOPMENT
1. Phases of prenatal development

2. Piaget's stages of cognitive development
3. Erikson's stages of psychosocial development
4. Alzheimer's disease
CORE DOMAIN 6: STRESS AND HEALTH
1. General Adaptation Syndrome (GAS)
2. Post-traumatic stress disorder (PTSD)
CORE DOMAIN 7: PERSONALITY
1. Personality
2. Conscious, unconscious, preconscious mind
3. Id, ego, and superego
4. Freud's psychosexual stages
5. Big Five personality traits
CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
1. Phobias
2. Panic disorder
3. Obsessive-compulsive disorder
4. Dissociative identity disorder
5. Schizophrenia
6. Major subtypes of schizophrenia
7. Major depressive disorder
8. Bipolar disorder
9. Personality disorders

OBJECTIVES FOR SLO#2: Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY
1. Scientific method
2. Descriptive methods
3. Representative sample
4. Experimental method
CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
1. Methods of studying the brain
CORE DOMAIN 3: LEARNING
1. Methods used by Pavlov, Watson, and Skinner
CORE DOMAIN 4: MEMORY
1. Recall
2. Recognition
CORE DOMAIN 6: STRESS AND HEALTH
1. Social Readjustment Rating Scale (SRRS)
CORE DOMAIN 7: PERSONALITY
1. Objective tests (inventories)
2. Projective tests
CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
1. Purpose, organization, and content of the <i>DSM-IV</i>

OBJECTIVE FOR SLO#3: Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY
1. Differences among the major theoretical perspectives in psychology
CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
1. Processes that occur when a neuron is activated
2. How neurotransmitters affect behavior
3. Functions of the frontal lobes
4. Difference between the central and peripheral nervous systems
5. Functions of the sympathetic and parasympathetic nervous systems
6. How the pituitary gland affects behavior
7. How the adrenal glands affect behavior
CORE DOMAIN 3: LEARNING
1. How classical conditioning modifies an organism's responses to stimuli
2. How operant conditioning modifies an organism's responses to stimuli
3. Difference between positive and negative reinforcement
4. Factors that influence the effectiveness of punishment
CORE DOMAIN 4: MEMORY
1. Information-processing approach to memory
2. Reconstructive memory
3. The function of schemas
4. Causes of forgetting
CORE DOMAIN 5: HUMAN DEVELOPMENT

1. Effects of teratogens and other negative factors on prenatal development
2. Relationship between contact comfort and attachment
3. Differences among the various patterns of attachment
4. Difference between the social learning and gender schema theory explanations of gender role development
5. Process of cognitive development as Piaget explained it
6. Proposed causes of Alzheimer's disease
CORE DOMAIN 6: STRESS AND HEALTH
1. Effects of stress on the immune system
2. Effects of daily hassles on stress
3. Factors that influence individual's capacity for resisting the effects of stress
CORE DOMAIN 7: PERSONALITY
1. Function of defense mechanisms in Freud's theory
2. Views of humanistic theorists regarding the personality
3. Bandura's concept of reciprocal determinism
CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
1. Criteria for abnormal behavior
2. Possible causes of schizophrenia
3. Symptoms of major depressive disorder.
4. Symptoms of Bipolar disorder

OBJECTIVES FOR SLO#4: Apply psychological concepts to the solution of current issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.
CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY
<i>Students will apply</i>
1. Ethical standards for psychological research
CORE DOMAIN 2: BIOLOGY AND BEHAVIOR
<i>Students will apply</i>
1. Principles of behavior genetics
CORE DOMAIN 3: LEARNING
<i>Students will apply</i>
1. Principles of behavior modification
CORE DOMAIN 4: MEMORY
<i>Students will apply</i>
1. Techniques for improving memory
CORE DOMAIN 5: HUMAN DEVELOPMENT
<i>Students will apply</i>
1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
CORE DOMAIN 6: STRESS AND HEALTH
<i>Students will apply</i>
1. Difference between problem-focused and emotion-focused coping
CORE DOMAIN 7: PERSONALITY
<i>Students will apply</i>

1. Views of Abraham Maslow regarding self-actualization
CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES
<i>Students will apply</i>
Difference between psychologists and psychiatrists

Core Curriculum

Credit: 3 (3 lecture)

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that address the goals of the core curriculum as follows:

- * **Reading** at the college level means having the ability to analyze and interpret a variety of printed materials, books, and document. All students in PSYC 2301 are required to read a college-level textbook.
- * **Writing** at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. All instructors in PSYC 2301 include at least one written assignment in their syllabi.
- * **Effective speaking** is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Students in PSYC 2301 are required to communicate about course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- * **Listening** at the college level means the ability to analyze and interpret various forms of spoken communication. Students in PSYC 2301 are required to listen to presentations and/or discussions of course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- * **Critical thinking** embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task. Students in PSYC 2301 are required to exhibit critical thinking in formal

or informal ways as determined by the requirements of each instructor's course syllabus.

- * **Computer literacy** at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available. Students in PSYC 2301 are required to exhibit computer literacy in formal or informal ways as determined by the requirements of each instructor's course syllabus.

CALENDAR

PSYC 2301: COURSE CALENDAR

Week	Dates	Chapter	Activity or Material to be Covered
1	1/18	1	Introduction to Course & Syllabus Class Participation
2	1/25	2	Introduction and Research Methods Class Participation
3	2/01	3	Neuroscience Biological Basis of Behavior Class Participation
4	2/08	6	Review for Exam 1 Exam 1 (Chapters 1,2, 3)
5	2/15	6	Learning Class Participation
6	2/22	5	Memory Class Participation
7	3/01	10	Review for Exam Exam 2 (Chapters 5 & 6) Lifespan Development

Week	Dates	Chapter	Activity or Material to be Covered
8	3/8	10 11	Lifespan Development (cont'd) Personality Class Participation
	3/10-16		SPRING BREAK!!! NO classes!
9	3/22	11	Personality (cont'd) Gender and Sexuality (PowerPoint) Class Participation Review for Exam 3
10	3/29	14	Exam 3 (chapters 10,11) Stress, Health , and Coping
11	4/05	12	Psychological Disorders Class Participation
12	4/12	13	Therapies (Treatment of Psych Disorders) Class Participation Review for Exam 4
13	4/18-20		Spring Holiday
14	4/26		Exam #4 (Chapters 12,13,14)
15	5/03		Review for Final Exam
16	5/10		Comprehensive Departmental Final Exam

***Syllabus subject to change at the discretion of instructor**

This schedule is subject to change. Your Professor reserves the right to change the schedule. All test dates are approximately planned and is subject to change. The actual test dates will be announced in class at least one week in advance.

Instructional Methods

Lecture format with periods of questions and answers. There will be classroom discussions and I encourage everyone to participate. As your instructor I want you to succeed. I believe the psychology classroom should be an example of good human interaction and the way we connect and relate to each other as human beings.

It is the student's responsibility to read the textbook and prepare for the class lectures. It is my responsibility to teach and convey the information to my students. The classroom discussions are based on respect and tolerance for diversity and your fellow classmates. Please come to the classroom prepared and analyze and discuss the information in the textbook and other reading assignments.

Student Written Assignments

You are required to complete two writing assignments. (80 points) You will get a detailed handout later.

Assessments

We will have 4 exams each count for 100 points. (300 points total) The lowest grade will be dropped. The test may be multiple choice, true or false, fill-in-the blank, matching type, or short essays. The lowest grade will be dropped. If you miss one test, then that one will be dropped. Be careful not to miss more than one.

The Final Exam, accounting for 100 points, will be multiple-choice and will be comprehensive. **You are required to take the Final Exam.** Study " The student Supplementary Handbook" to prepare for it.

The Writing Assignments counts for 80 points.

There will be 3 short pop up quizzes. They are multiple-choice and each will count 10 points. I drop the lowest score. (20 points total).

The assessment and grading system is based on the total number of points accumulated rather than a certain percentage. The purpose of this is to accommodate different learning styles. Thus there will be points for written work, objective tests and in class exercises and assignments. The total number of points needed for each grade is: 500.

A= 450-500 = 90%
B= 400-449 = 80%
C= 350-399 = 70%
D= 300-349 = 60%

Extra Credit up to 10 points.

Bonus points are added to your cumulative points. The added points can be awarded through participation in external or internal events. You must obtain the instructor's in advance and provide proof of attendance. HCC activities such as REEL sponsored by the Anthropology department is an example.

IMPORTANT NOTE: A minimum raw score of 50% correct must be earned on the final exam in order to have the possibility of passing this class. If you earn a 49% or lower on the final exam, you will automatically get an F regardless of all previous grades that you have earned in the class. If you earn a raw score of 50% or higher on the final exam, it does not guarantee a passing course grade. Your final exam score will be averaged in with the rest of the semester's grades to determine your final grade, using the formula which appears on this same page of this syllabus.

Tests

The tests will consist of 50 multiple-choice items from material covered in lectures as well from the textbook. The comprehensive Departmental Final Exam will be 100 multiple-choice questions. **Be prepared for tests by bringing your own pencil and Scantron.**

Quizzes

Three quizzes, which may be unannounced, will be given at any time in class during the semester. You may use your class notes only during the quiz. A quiz may contain short answer, fill-in-the-blank, matching or true-false items. No make-ups will be given for these quizzes. The best 2 of 3 will be averaged. Other missed quizzes will be recorded as a zero.

MAKE-UP TESTS

Plan to take all tests at the scheduled time. **NO MAKE-UP TESTS WILL BE GIVEN.** However, since your lowest test grade will be dropped, you may, of course, drop the grade of "zero" for that test which you missed. Since only the one lowest grade will be dropped, be careful to miss no more than one test. You may NOT drop the grade on the Departmental Final Exam.

Instructional Materials

Text

The textbook listed below is required for this course.

Schacter, D., Gilbert, D., and Wegner, D. (2011). **Introducing Psychology**. New York, NY: Worth Publishers. ISBN:

Textbook Companion Website:

http://bcs.worthpublishers.com/schacterbrief1e/default.asp#t_579071

Student Supplemental Handbook

The Student Supplemental Handbook is required for this course. It contains the Learning Objectives and Key Terms for each of the core chapters as well as the Learning Objectives and Key Terms for the comprehensive Departmental Final Exam. It is a guide for your preparation for class and can be found at

Student Supplementary Handbook for Introducing Psychology by Schacter, Gilbert, & Wegner (2011):

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301/psyc2301-a-student-supplementary-handbook>

Additional Resources

Additional resources for this course as well as general psychology resources can be found on the following link:

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources>

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/psyc2301>

HCC-NW Psychology Resources Learning Website:

<HTTP://LEARNING.HCCS.EDU/SUBJECTS/PSYCHOLOGY>

HCC Policy Statements:

ADA- Services to Students with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. The ADA counselors:

Northwest ADA Counselors: **Lisa Parkinson** – 713.718.5422
Dr. LaRonda Ashford – 713.718.5409

Central ADA Counselors: **Jette Lott** - 713.718.6164
Senta Eastern– 713.718.6164

Northeast ADA Counselor: **Tamara Petty** – 713.718.5949

Southeast ADA Counselor: **John Reno** - 713.718.8397

Southwest ADA Counselor: **Dr. Becky Hauri** – 713.718.7910 (WLoop)
Mary Selby – 713.718.7729 (Stafford)

Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;

- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements: Class Attendance

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you may withdraw yourself online (except for flex entry classes). This must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. (**Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.)

In this class, I prefer you to take the responsibility to withdraw yourself or contact a counselor to help you withdraw. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as

possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

International Students

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor/Student Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, to be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Program/Discipline Requirements

The psychology discipline committee has approved the following requirements for all sections of PSYC 2301:

- All students must take the department final exam.
- All instructors must require at least one written assignment.
- All instructors must include assignments, exams, or activities in their syllabi that address all of the HCCS core curriculum standards (see above).

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.