



PSYCHOLOGY 2301 - Introduction to Psychology

**CRN64836 –Spring 2011 Stafford Campus, Scarcella Bldg, Rm W110
FRI 8-11:00 AM, 3-Hour Lecture/48 hrs per semester/Term (16wks)**

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Office Hours: FRIDAY 11AM By appt.

Paper Due: April 8th

Final Exam: FRIDAY, May 13th 8:00 AM

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 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: 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:

1. Demonstrate knowledge in multiple (8) areas of psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
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.

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

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
PSYCHOLOGY 2301 COURSE SCHEDULE

January 21	Introduction-Chapter 1, Introduction and Research Methods
January 28	Chapter 1
February 4	Chapter 2, Biological Foundations of Behavior
February 11	Exam #1, Chapters 1 and 2
February 18	Chapter 5, Learning
February 25	Chapter 5; Chapter 6 Memory
March 4	Chapter 6
March 11	Exam #2 Chapters 5 and 6; Chapter 9 Development
March 13 – 20	Spring Break Vacation – No Class
March 25	Chapter 9 Lifespan Development, Gender roles p.426-432
April Fool's Day	Chapter 11 Personality, Maslow's Hierarchy pp348, 349
April 8	Exam #3, Chapters 9 and 11, and pp. 348.349, pp. 426-432
April 15	Chapter 13 Health and Stress - <u>Paper Due Today</u>
April 21	Last Day for Administrative/Student Withdrawals
April 22-23	Easter Holiday – No Class
April 29	Chapter 14 Psychological Disorders & Psychotherapy p.618
May 6	Chapter 14, – Exam #4, CHS 13 & 14 plus p.618
May 13	Comprehensive Departmental Final (2 hrs at 8:00 am)

CLASSROOM ACTIVITY:

The instructor will prepare lectures, demonstrations and learning exercises to cover each topic listed on the schedule. There will also be group exercises, films and demonstrations. Read the assigned chapters prior to class and come prepared to participate. There will be an opportunity for questions during class, and to review tests items after they are graded. The material will reappear on the departmental comprehensive final exam.

Student Assignment

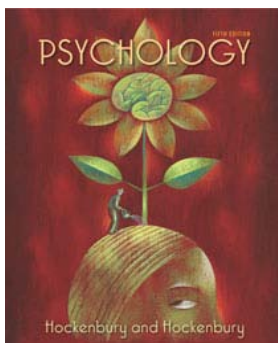
Written Application and Critical Thinking Paper due April 15: This paper is to be no less than three full double spaced pages printed with a 12-point font. This is 15% of your grade.

You are being hired by a major employer to evaluate their new health and wellness program which will be implemented next month. Their health insurance rates are increasing because employees are having more health problems using more medical services. Employees are being treated for hypertension, coronary artery disease, obesity, chronic pain, and gastro-intestinal illness that could be stress related. You are asked to design research to evaluate the program.

Your task is to describe in detail how you would use all five of the research methods described in chapter one to evaluate their health and wellness program: 1. Naturalistic Observation, 2. Case Studies, 3. Surveys, 4. Correlational Studies, (The Descriptive Methods) and 5. an Experiment. So you will show how you will conduct each of the five different studies – Who and how many will your subjects be in each, how will they be selected – What will you do to collect the data – What variables will you measure in each of the five studies, how will you analyze the information to see if the wellness program is effective. Be sure to label the independent and dependent variables in the design of the experiment, and to discuss how you will handle selection bias, experimenter bias, and ethical issues in your research. Be sure to point out possible problems with each of the 5 designs.

Your paper will be graded on accuracy, organization, language, spelling, grammar, presentation and completion of the assignment. Papers getting top grades will describe each research design thoroughly and include strengths and weakness of each design. There will be evidence of time, effort and thought in the presentation.

REQUIRED TEXTBOOK & Student Supplemental Handbook



Both the textbook and the *Student Supplementary Handbook* listed below are required for this course. The *Student Supplementary Handbook* contains Learning Objective Questions and Key Terms for the comprehensive Departmental Final Exam as well as other tests. It is a guide for your preparation for class. **DOWNLOAD THE STUDENT SUPPLEMENT FOR FREE ON MY LEARNING WEB PAGE.**

Textbook: Hockenbury, D.H. and Hockenbury, S.E. *Psychology* (5th Ed.) (2010). New York: Worth.

ISBN: 1-4292-043-6 or ISBN: 978-1-429-20143-8

Textbook Publishers Website: <http://www.worthpublishers.com/hockenbury>

HCC Policy Statement - ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri, ADA Counselor, at 713.718.7910.

to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

HCC Policy Statement: 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 mean 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 - 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. Your instructor is NOT required to notify you prior to completing the drop. If you have missed more than 12.5% of the hours of instruction, you will need to check with the instructor to see if you have been dropped.

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 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 **MUST** go to the PeopleSoft Registration site and fill out the online forms 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.” 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.

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 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 & make up
- Provide the course outline, and class calendar with assignments
- Arrange to meet with individual students before and after class as required

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

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EVALUATION AND GRADES:

Your final grade will be calculated according to the following formula:

- Best 3 of 4 hourly exams (20% each or 60% total) – Reading and listening objective.
- Critical Thinking Paper (15%) Writing, Computer Literacy & Critical Thinking objective
- Departmental final exam (25%) Reading and Listening Objective
- 2% extra credit available for handwritten ink completion of all definitions of key terms listed in the student supplementary handbook.**

Final Averages will earn the following grades

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = Below 60%

TESTING: The tests will consist of 60 multiple-choice items. Most will be selected from the text, but a few may come from class activities, and lecture. **You may earn 3 bonus points for each chapter tested (or a total of six bonus points for each test) if you complete the 2301 workbook exercises posted on my learning web page prior to each exam.**

The comprehensive departmental exam will be 100 multiple-choice questions. You will also need to purchase and bring your own scantrons to class for every exam. **Bring a good eraser to the exam and erase changes completely. No grades will be changed due to poor erasures after your exam is graded and returned.**

THERE ARE NO MAKE-UP EXAMS PROVIDED, with the exception of very drastic circumstances or emergencies. **MISSED EXAMS ARE THE ONES THAT ARE DROPPED, OR RECEIVE A “0”.** Once you have missed one exam, the next missed exam will receive a “0”. The final exam grade will not be dropped.