



**Division of Social and Behavioral Sciences  
Department of Psychology**

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**PSYC 2301: Introduction to Psychology  
13961-Fall 2016**

Angela Morales Room 306 / 8:00-9:30 am / Monday and Wednesday  
3 hour lecture course / 48 hours per semester/ 16 weeks  
In-Person

**Instructor: Camille Wagner**

**Instructor Contact Information: [camille.wagner1@hccs.edu](mailto:camille.wagner1@hccs.edu)**

**Psychology Department Chair: Dr. Karen P. Saenz, [karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu)**

**Office Location and Hours: By appointment**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

**Email Policy**

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). I will answer emails within 24 hours on weekdays; Monday morning for weekend messages.

**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 motivation, development, thought processes, personality.

**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 INRW 0420 or ESOL 0360 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 in the [HCCS Student Handbook](#).

### **Program Student Learning Outcomes (PSLOs) for all PSYC Courses**

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

### **Core Curriculum Objectives (CCOs) for all PSYC Core Courses**

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

### **Course Student Learning Outcomes (CSLOs) for PSYC 2301**

Upon completion of PSYC 2301, 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 issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

## **Learning Objectives for PSYC 2301**

**OBJECTIVES FOR CSLO #1:** Discuss the major issues in at least nine areas of psychology.

- 1.1 Major schools of thought in psychology
- 1.2 Components of the neuron
- 1.3 Components of the synapse
- 1.4 Action potential
- 1.5 Major neurotransmitters
- 1.6 Medulla
- 1.7 Cerebellum
- 1.8 Hypothalamus
- 1.9 Limbic system
- 1.10 Components of the cerebrum
- 1.11 Plasticity
- 1.12 Endocrine system
- 1.13 Learning
- 1.14 Reinforcement
- 1.15 Punishment
- 1.16 Observational learning
- 1.17 Characteristics of short-term memory
- 1.18 Characteristics of long-term memory
- 1.19 Phases of prenatal development
- 1.20 Piaget's stages of cognitive development
- 1.21 Erikson's stages of psychosocial development
- 1.22 Alzheimer's disease
- 1.23 General Adaptation Syndrome (GAS)
- 1.24 Post-traumatic stress disorder (PTSD)
- 1.25 Definition of personality
- 1.26 Conscious, unconscious, preconscious mind
- 1.27 Id, ego, and superego
- 1.28 Freud's psychosexual stages
- 1.29 Phobias
- 1.30 Panic disorder
- 1.31 Obsessive-compulsive disorder
- 1.32 Dissociative identity disorder
- 1.33 Schizophrenia
- 1.34 Major subtypes of schizophrenia
- 1.35 Major depressive disorder
- 1.36 Bipolar disorder
- 1.37 Personality disorders

**OBJECTIVES FOR CSLO #2:** Explain the scientific method and how it applies to psychological research.

- 2.1 Scientific method
- 2.2 Descriptive methods
- 2.3 Representative sample
- 2.4 Correlational method
- 2.5 Experimental method
- 2.6 Causal hypotheses
- 2.7 Independent variable
- 2.8 Dependent variable
- 2.9 Experimental group

- 2.10 Control group
- 2.11 Random assignment
- 2.12 Placebo effect
- 2.13 Placebo
- 2.14 Double-blind procedure
- 2.15 Methods of studying the brain
- 2.16 Methods used by Pavlov, Watson, and Skinner

**OBJECTIVE FOR CSLO #3:** Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.

- 3.1 Differences among the major theoretical perspectives in psychology
- 3.2 Processes that occur when a neuron is activated
- 3.3 How neurotransmitters affect behavior
- 3.4 Functions of the frontal lobes
- 3.5 Difference between the central and peripheral nervous systems
- 3.6 Functions of the sympathetic and parasympathetic nervous systems
- 3.7 How the pituitary gland affects behavior
- 3.8 How the adrenal glands affect behavior
- 3.9 How classical conditioning modifies an organism's responses to stimuli
- 3.10 How operant conditioning modifies an organism's responses to stimuli
- 3.11 Difference between positive and negative reinforcement
- 3.12 Factors that influence the effectiveness of punishment
- 3.13 Information-processing approach to memory
- 3.14 Reconstructive memory
- 3.15 The function of schemas
- 3.16 Causes of forgetting
- 3.16 Effects of teratogens and other negative factors on prenatal development
- 3.18 Relationship between contact comfort and attachment
- 3.19 Differences among the various patterns of attachment
- 3.20 Difference between the social learning theory and gender schema theory explanations of gender role development
- 3.21 Process of cognitive development as Piaget explained it
- 3.22 Proposed causes of Alzheimer's disease
- 3.23 Effects of stress on the immune system
- 3.24 Effects of daily hassles on stress
- 3.25 Factors that influence individual's capacity for resisting the effects of stress
- 3.26 Function of defense mechanisms in Freud's theory
- 3.27 Views of humanistic theorists regarding the personality
- 3.28 Bandura's concept of reciprocal determinism
- 3.29 Criteria for abnormal behavior
- 3.30 Possible causes of schizophrenia
- 3.31 Symptoms of major depressive disorder.
- 3.32 Symptoms of bipolar disorder

**OBJECTIVES FOR CSLO #4:** Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

- 4.1 Ethical standards for psychological research
- 4.2 Principles of behavior genetics
- 4.3 Principles of behavior modification
- 4.4 Improving memory
- 4.5 Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
- 4.6 Differences between problem-focused and emotion-focused coping
- 4.7 Views of Abraham Maslow regarding self-actualization
- 4.8 Differences between psychologists and psychiatrists

## Instructional Methods

### Success in the Course

As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

### Eagle Online Canvas Learning Management System

This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. I expect that all students will have access to Eagle Online Canvas. All resources for this course will be posted on Eagle Online Canvas. Students enrolled **must** log on to Canvas to access all information regarding assignments, quizzes, exams, due dates, announcements, and additional resources. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

### Instructional Materials

Wood, S., Wood, E., & Boyd, D. (2015). *Mastering the World of Psychology* 5E. Upper Saddle River, NJ: Pearson.

### *Final Exam Handbook*

Posted on Eagle Online Canvas

### Temporary Free Access to E-Book

Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Visit [MyPsychLab.com](http://MyPsychLab.com)
- Click “Student”
- Click “Ok, register now”
- Select “Yes, I have a Course ID”
- Enter wagner20444
- Click “Next”
- Enter Pearson log-in credentials or create a new account
- Click “Get temporary access without payment for 14 days” near the bottom of the page
- Follow on-screen instructions from there.

## Exams and Assignments

### Exams

Five (5) exams will be given throughout the semester as outlined on your course calendar. You will have the opportunity to drop your lowest exam grade. There are no make-ups for missed exams, since your lowest exam score will be dropped. If you are absent for an exam you will

receive a zero score, and this can be considered as your lowest exam score and can be dropped (one only). Only one exam score will be dropped, no exceptions. If you are more than 10 minutes late on exam day you may not be allowed to take the exam.

The five in-class exams will consist of 50-75 multiple-choice questions. Students must bring their own Scantron form (FORM NUMBER 882-E-LOVAS) to each exam. They are sold in the campus bookstore.

Exams will count for a total of 60% of final grade. Of the five exams given your lowest grade will be dropped, resulting in 4 exams counted towards your final grade at 15% each.

### **Written Assignment**

There will be one written assignment for this course counting for 15% of your final grade. Your assignment is to review the chapters you have read and integrate the material into a meaningful self reflection paper. Further details regarding the content of your paper and grading criteria are posted on Eagle Online Canvas. I encourage you to begin working on your written assignment as soon as possible and approach me with any questions, concerns, or difficulties you may be having.

### **Quizzes and Assignments**

Quizzes and assignments may be announced or unannounced. It is important that you attend class regularly so that you do not miss a quiz or assignment. No make-up quizzes or assignments will be given. Quizzes and assignments will be based on the material presented in class and will serve to further your understanding and retention of content. Quizzes and assignments may consist of multiple choice, true/false, short answer, matching, and/or fill in the blank exercises.

### **Departmental Final Exam**

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). All the information students need to prepare for the exam is in the *Final Exam Handbook*. The final exam **may not be taken early under any circumstances**.

You must get at least 50% of the items correct on the final to pass the course. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

| <b>Grading Formula</b>   | <b>Percentage of final grade</b> | <b>Points (1000 points total)</b> |
|--------------------------|----------------------------------|-----------------------------------|
| Exams                    | 60 % (4 exams 15% each)          | 600 points                        |
| Written Reflection Paper | 15 %                             | 150 points                        |
| Quizzes and Assignments  | 10%                              | 100 points                        |
| Departmental Final Exam  | 15 %                             | 150 points                        |

### **HCC Grading Scale**

|   |        |                       |
|---|--------|-----------------------|
| A | 100-90 | 4 points per semester |
| B | 89-80  | 3 points per semester |

|                  |                               |                       |
|------------------|-------------------------------|-----------------------|
| C                | 79-70                         | 2 points per semester |
| D                | 69-60                         | 1 point per semester  |
| F                | <60                           | 0 points per semester |
| FX               | Failure due to non-attendance | 0 points per semester |
| IP (In Progress) |                               | 0 points per semester |
| W (Withdrawn)    |                               | 0 points per semester |
| I (Incomplete)   |                               | 0 points per semester |
| AUD (Audit)      |                               | 0 points per semester |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

### **Makeup Policy**

There are no make-ups for missed exams, since your lowest exam score will be dropped.

### **Incomplete Grades**

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

### **Syllabus Modifications**

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

### **Course Calendar**

| <b>Dates</b> | <b>Topics Covered</b>                                       |
|--------------|---|
| Aug 22       | Syllabus Review<br>Chapter 1: Introduction to Psychology    |
| Aug 24       | Chapter 1: Introduction to Psychology                       |
|              |   |
| Aug 29       | Chapter 1: Introduction to Psychology<br>Chapter 2: Biology |
| Aug 31       | Chapter 2: Biology  |
|              |   |
| Sept 5       | LABOR DAY-NO CLASSES  |
| Sept 7       | Chapter 2: Biology  |
|              |   |
| Sept 12      | Chapter 1 & 2   |
| Sept 14      | <b>Exam 1 (Chapter 1,2)</b>                                 |

|         |  |
|---------|--|
|         |  |
| Sept 19 | Chapter 5: Learning  |
| Sept 21 | Chapter 5: Learning  |
|         |  |
| Sept 26 | Chapter 6: Memory  |
| Sept 28 | Chapter 6: Memory  |
|         |  |
| Oct 3   | Chapter 5 & 6  |
| Oct 5   | <b>Exam 2 (Chapters 5 &amp; 6)</b>                                   |
|         |  |
| Oct 10  | Chapter 8: Human Development   |
| Oct 12  | Chapter 8: Human Development   |
|         |  |
| Oct 17  | Chapter 9: Motivation and Emotion                                    |
| Oct 19  | Chapter 8 & 9  |
|         |  |
| Oct 24  | <b>Exam 3 (Chapters 8 &amp; 9)</b>                                   |
| Oct 26  | Chapter 10: Health and Stress  |
|         |  |
| Oct 31  | Chapter 10: Health and Stress<br><b>Written Reflection Paper Due</b> |
| Nov 2   | Chapter 11: Personality Theory and Assessment                        |
|         |  |
| Nov 7   | Chapter 11: Personality Theory and Assessment                        |
| Nov 9   | Chapter 10 & 11  |
|         |  |
| Nov 14  | <b>Exam 4 (Chapters 10 &amp; 11)</b>                                 |
| Nov 16  | Chapter 12: Psychological Disorders                                  |
|         |  |
| Nov 21  | Chapter 12: Psychological Disorders                                  |
| Nov 23  | Chapter 13: Therapies  |
|         |  |
| Nov 28  | Chapter 13: Therapies  |
| Nov 30  | <b>Exam 5 (Chapters 12 &amp; 13)</b>                                 |
|         |  |



|       |                               |
|-------|-------------------------------|
| Dec 7 | <b>FINAL EXAM 8:00-9:50am</b> |
|       |                               |

## **Instructor and Student Responsibilities**

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

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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

### **Attendance**

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment ("Census Day"). In addition, instructors may drop students who miss six hours of class time.

### **Withdrawal**

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

### **Classroom Conduct**

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

## **Student Organizations**

### **Psi Kappa**

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook](#) page.

### **Psi Beta**

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

### **Psychology Achievers Scholarship**

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

### **Tutoring**

[AskOnline](#) provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

### **HCCS Student Policies**

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at <http://central.hccs.edu/students/student-handbook/>

### **EGLS<sub>3</sub> Evaluation for Greater Learning Student Survey System**

The EGLS<sub>3</sub> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. There are no EGLS<sub>3</sub> surveys during the Summer semester due to logistical reasons.

### **Office of Institutional Equity**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.