



Division of Social and Behavioral Sciences
Department of Psychology
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PSYC 2301: Introduction to Psychology (72253)

Fall-Second 8 weeks 2015

AM309.1 / Monday and Wednesday / 2-5 pm
6 hour lecture course / 48 hours per semester/ 8 weeks
In-Person

Instructor: Camille Wagner

Instructor Contact Information: camille.wagner1@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 to discuss course topics.

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 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.

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 my Learning Web Page.

COURSE CALENDAR (Subject to change)

Dates	Topics Covered	Assignment/Exam
Oct 19	Syllabus /Chapter 1: Introduction to Psychology	
Oct 21	Chapter 2: Biology and Behavior	
Oct 26	Chapter 9: Motivation and Emotion	
Oct 28	Exam 1	Exam 1 (Chp. 1,2,9)
Nov 2	Chapter 5: Learning	
Nov 4	Chapter 6: Memory	
Nov 9	Exam 2	Exam 2 (Chp. 5,6,)
Nov 11	Chapter 8: Human Development	
Nov 16	Chapter 10: Health and Stress	
Nov 18	Exam 3	Exam 3 (Chp. 8,10)
Nov 23	Chapter 11: Personality Theory and Assessment	
Nov 25	Chapter 12: Psychological Disorders Written assignment due	Written assignment due
Nov 30	Chapter 13: Therapies	
Dec 2	Exam 4	Exam 4 (Chp.11,12,13)
Dec 9	Final Exam	Final Exam

Exams and Assignments

Exams

Four (4) 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 four 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 four exams given your lowest grade will be dropped, resulting in 3 exams counted towards your final grade at 20% each.

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 this exam is in the *Final Exam Handbook*. 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. You must get at least 50% of the items correct on the final to pass the course. The final exam **may not be taken early under any circumstances**.

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 the learning web. 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. Your lowest quiz/assignment grade will be dropped.

Grading Formula

Exams	60 % of your final grade (3 exams 20% each)
Written Assignment	15 % of your final grade
Quizzes and In-class Assignments	10% of your final grade
Departmental Final Exam	15 % of your final grade

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

Program Student Learning Outcomes (PSLOs)

1. **All Students:** Upon completion of any course in the psychology program, students will be able to define, discuss, and apply psychological terms and concepts that are covered in the course and are also referred to in news reports, self-help materials, and the process of seeking and engaging in psychotherapy.
2. **Psychology Majors:** Upon completion of any course in the psychology program,

students who are seeking undergraduate degrees in psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in upper division psychology course that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history, and systems of psychology).

3. **Non-Psychology Majors:** Upon completion of any course in the psychology program, students who are seeking degrees in fields other than psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in psychology-related course that are required for degrees in fields other than psychology (e.g., nursing skills, consumer behavior, research methods).

Core Curriculum Objectives

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 below.
- **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 below.

Course Student Learning Outcomes (CSLOs)

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

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 6-hour course, you should expect to spend ***at least ten hours per week*** outside of class reading and studying the material. I will provide assignments and feedback to help you use those ten 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, 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.

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

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.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester.

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.

Repeater Notice

Students who repeat a course three or more times are subject to additional course fees at HCC and other Texas public colleges and universities. 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.

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 Schedule). Be advised that instructors must drop students who fail to attend class by the official date of enrollment. 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 file the proper paperwork with the registrar's office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

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. Cell phone use is not permitted in class.

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 appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services

Office. Students who are requesting special testing accommodations must first contact the appropriate DSS counselor for assistance

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 HCC Policy on Academic Honesty, found in the Student Handbook. 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 might 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 include a grade of 0 or F on the particular assignment, failure in the course, and/or probation or dismissal from the College System.

HCC Policy Statements

Access Student Services Policies:

<http://central.hccs.edu/students/student-handbook/>