



**Psychology 2301: Introduction to Psychology 11314
Fall 2016, Northline Campus, DE
3 hour lecture course/48 hours per semester 5-week**

BEFORE YOU GET STARTED

In order for you to have a very successful semester and to eliminate many frustrations students have with Distance Education you will be required to read and understand the **Start Here Module** which covers all information about the course and DL requirements.

Syllabus Quiz

Located in the topic titled **Syllabus Quiz located in the Start Here Module** is the test or assessment that quizzes you on all contents in the Start Here Module.. You may take the assessment as many times as you wish during the testing period. This will help you learn course procedures and policies. When you answer questions correctly you earn extra credit points. **You must have a score of 80% (32) or greater before class materials will be released. Course materials will not be graded without successfully passing this assessment within the first 5 orientation days of the semester.**

Instructor: Irv Lichtman

Voice Mail: 713-718-2424

Email: irv.lichtman@hccs.edu

Department Contact Information: Karen.Saenz@hccs.edu or

Chandra.taylor@hccs.edu; 713-718-7180

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/>). Emails will be answered within a 24 hour period Monday-Friday.

Once your class becomes active you will only email your instructor using Canvas email or messaging system. Emails sent to HCC email will not be answered.

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 in the [HCCS Student Handbook](#).

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).

Course Student Learning Outcomes (CSLOs)

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.

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 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.

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 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 Canvas 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.

[MyPsychLab](#)

This is not a requirement for the course. Instructor will go over how to get access in class.

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 Canvas Online under Final Exam Informational Topic

Exams (50%)

There will be **5** exams, each worth 10% of your grade. They will be multiple choice in format. Dates are:

Exam 1	Chapters	1 & 2	10%	September	15
Exam 2	Chapters	5 & 6	10%	October	6
Exam 3	Chapter	8	10%	October	20
Exam 4	Chapters	10 & 11	10%	November	10
Exam 5	Chapter	12	10%	November	28

There will be a FINAL comprehensive exam worth 10% of your grade. It will consist of 100 multiple choice questions which covers the material in the Supplemental Study Guide. The purpose of this exam is for you to demonstrate your understanding of how behavior and mental processes can be explained from several perspectives. You will also be evaluated by your knowledge of psychological research. The final exam will be December 2-4th. **All students will take their Final at times posted on Final Exam schedule**

Lowest test score is dropped except for the final.

Departmental Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. The final exam is online. 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 or you may possibly fail 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 F.

GRADING POLICY

4 EXAMS	40%
FINAL COMPREHENSIVE EXAM	10%
WRITTEN ASSIGNMENTS	32%

JOURNAL PROJECT	10%
DISCUSSIONS	8%
TOTAL	100%

FINAL COURSE EVALUATION

89.5 or above = A

79.5 – 89.4 = B

69.9 – 79.4 = C

59.5 – 69.4 = D

Under 59.5 = F

MISSED TEST POLICY

There are no makeup exams. If you miss a test, that test will count as your lowest score. If you miss more than one test, you will have to show written documentation of an emergency situation for **ALL** missed tests to be considered for a makeup. Any makeup exams will be taken the week before final exams.

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.

Course Calendar

Your course calendar is posted on Canvas. Your course calendar is located on the right side of your screen. All assignment due dates and times are posted on your calendar as well as on each assignment and its instruction. Print a copy of your course calendar.

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.

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

ADA STATEMENT

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 are authorized to provide only the accommodations requested by the Disability Support Services Office

For questions, contact Donna Price at 713-718-5165 or the Disability Counselor at your college. Visit the ADA Web site at <http://www.hccs.edu/students/disability/index.htm>

SCHOLASTIC DISHONESTY

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.

INTERNATIONAL STUDENTS

Receiving a W in a course may affect the status of your student visa. Once a W is given for the course, it will not be changed to an F in consideration of a student's visa status.

TUITION NOTICE TO THOSE REPEATING THIS COURSE

Students who repeat a course 3 or more times may face significant tuition/fee increases at HCCS and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering withdrawal, or if you are not receiving passing grades.

VIRTUAL CLASSROOM CONDUCT

Access Student Services Policies on their Web site:

<http://hccs.edu/student-rights>

Access DE Policies on their Web site:

All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.

The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/de/de-student-handbook>

Module Topics: A Review of the course content.

Each Module topic contains learning materials for assigned textbook chapters. Each Module topic contains all information you need to complete an assessment on the assigned textbook chapters. Each Module topic contains a written assignment, power point, critical thinking exercise or activity, helpful web links, and discussion forum.

Module Power Points

Power points are an excellent way to review for exams, obtain information for the chapter written assignments, and to understand key course objectives. * **You will need Microsoft Word to view and work with all online documentation.** Without high speed internet, it takes approximately 2-4 minutes to download the power point presentations. **Power Points are not a substitute for reading your textbook.**

Video Clip Links

There are video clips showing historical information about the Unit topic. *It is not mandatory that you view them.*

Written Chapter Assignments

Written assignments are within each Module topic and correspond to an assigned chapter or chapters in your textbook. This is a required activity.

Discussion Forums

This forum allows students to respond and critically think about topics that pertain to chapter material. This is a required activity.

Web Links

Web links for each Unit add additional opportunity to find supplementary information for each topic. This is not a mandatory assignment but for learning enrichment.

Critical Thinking Exercises or Activity

These exercises may be used to expand you knowledge on each Unit topic. This is not a mandatory assignment but for learning enrichment.

Extra Possible Points

Getting started quiz/orientation assessment/syllabus quiz 40 points

Extra Credit 50 points (Must meet qualifications)

Written Assignment Bonus Points 24 points (**3 points for each assignment complete and submitted early**) **Take advantage of this!!

Journal Assignment 20 points (Bonus for submitting on Due date)

Total Extra Points 134 points