  
**Psychology**Southwest College

**PSYC 2301 - Introduction to Psychology**

CRN45956

SW Learning Hub

3-Hour Lecture/ 48 hours per semester/ 16 weeks

**Instructor:** Kristin K Anderson, PhD

**Instructor Contact Information:** kristin.anderson@hccs.edu

**Office location and hours**

Please contact me to make an office appointment.

**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:

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**

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| **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 |
| 1. Components of the synapse |
| 1. Action potential |
| 1. Major neurotransmitters |
| 1. Medulla |
| 1. Cerebellum |
| 1. Hypothalamus |
| 1. Limbic system |
| 1. Components of the cerebrum |
| 1. Plasticity |
| 1. Endocrine system |
| **CORE DOMAIN 3: LEARNING** |
| 1. Learning |
| 1. Reinforcement |
| 1. Punishment |
| 1. Observational learning |
| **CORE DOMAIN 4: MEMORY** |
| 1. Characteristics of short-term memory |
| 1. Characteristics of long-term memory |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| 1. Phases of prenatal development |
| 1. Piaget's stages of cognitive development |
| 1. Erikson's stages of psychosocial development |
| 1. Alzheimer's disease |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. General Adaptation Syndrome (GAS) |
| 1. Post-traumatic stress disorder (PTSD) |
| **CORE DOMAIN 7: PERSONALITY** |
| 1. Personality |
| 1. Conscious, unconscious, preconscious mind |
| 1. Id, ego, and superego |
| 1. Freud's psychosexual stages |
| 1. Big Five personality traits |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Phobias |
| 1. Panic disorder |
| 1. Obsessive-compulsive disorder |
| 1. Dissociative identity disorder |
| 1. Schizophrenia |
| 1. Major subtypes of schizophrenia |
| 1. Major depressive disorder |
| 1. Bipolar disorder |
| 1. Personality disorders |

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| **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 |
| 1. Descriptive methods |
| 1. Representative sample |
| 1. 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 |
| * + 1. Recognition |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. Social Readjustment Rating Scale (SRRS) |
| **CORE DOMAIN 7: PERSONALITY** |
| 1. Objective tests (inventories) |
| 1. Projective tests |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Purpose, organization, and content of the *DSM-IV* |

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| **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 |
| * 1. How neurotransmitters affect behavior |
| * 1. Functions of the frontal lobes |
| * 1. Difference between the central and peripheral nervous systems |
| * 1. Functions of the sympathetic and parasympathetic nervous systems |
| * 1. How the pituitary gland affects behavior |
| * 1. How the adrenal glands affect behavior |
| **CORE DOMAIN 3: LEARNING** |
| 1. How classical conditioning modifies an organism's responses to stimuli |
| 1. How operant conditioning modifies an organism's responses to stimuli |
| 1. Difference between positive and negative reinforcement |
| 1. Factors that influence the effectiveness of punishment |
| **CORE DOMAIN 4: MEMORY** |
| * 1. Information-processing approach to memory |
| * 1. Reconstructive memory |
| * 1. The function of schemas |
| * 1. Causes of forgetting |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| 1. Effects of teratogens and other negative factors on prenatal development |
| 1. Relationship between contact comfort and attachment |
| 1. Differences among the various patterns of attachment |
| 1. Difference between the social learning and gender schema theory explanations of gender role development |
| 1. Process of cognitive development as Piaget explained it |
| 1. Proposed causes of Alzheimer's disease |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| 1. Effects of stress on the immune system |
| 1. Effects of daily hassles on stress |
| 1. 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 |
| 1. Views of humanistic theorists regarding the personality |
| 1. Bandura's concept of reciprocal determinism |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| 1. Criteria for abnormal behavior |
| 1. Possible causes of schizophrenia |
| 1. Symptoms of major depressive disorder. |
| 1. Symptoms of Bipolar disorder |

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| **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** |
| *Students will apply* |
| 1. Ethical standards for psychological research |
| **CORE DOMAIN 2: BIOLOGY AND BEHAVIOR** |
| *Students will apply* |
| 1. Principles of behavior genetics |
| **CORE DOMAIN 3: LEARNING** |
| *Students will apply* |
| 1. Principles of behavior modification |
| **CORE DOMAIN 4: MEMORY** |
| *Students will apply* |
| 1. Techniques for improving memory |
| **CORE DOMAIN 5: HUMAN DEVELOPMENT** |
| *Students will apply* |
| 1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development |
| **CORE DOMAIN 6: STRESS AND HEALTH** |
| *Students will apply* |
| 1. Difference between problem-focused and emotion-focused coping |
| **CORE DOMAIN 7: PERSONALITY** |
| *Students will apply* |
| 1. Views of Abraham Maslow regarding self-actualization |
| **CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES** |
| *Students will apply* |
| 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 the following as Core Curriculum Objectives:

* **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, experimental and/or numerical 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, civic 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.

**Instructional Methods**

This is a lecture course.

**Student Assignments**

All exam questions, including the departmental final exam, will come from the *Student Handbook* (found on my website). As an ongoing project, you are to complete the workbook that is a breakdown of the Student Handbook. I have divided the workbook into 4 sections that will total one grade. Each section corresponds with the exams and is found on the website. You are to work on this at the beginning of each class. From time to time I will check to see that you are doing this. You will earn an A for that day if you are working on your assignment, an F if you are not and a 0 if you are absent. You must print the handbook from the website exactly as it is and handwrite your answers and bring to class every day, especially on exam days. Your grade will be based on accuracy, completion, and appearance (neat, clean, and easy to read. See My Learning Web for more specific instructions and remember to follow them carefully in order to make a good grade.

**Assessments**

Your tests will be multiple choice. In order to assess writing skills, some questions will be essay. Most questions will be selected from the text and lectures but a few may come from other sources such as the syllabus and videos. All work will be scored 0 to 100. The final percentage value resulting from the sum of the above components will be converted into letter grades according to the following scale:

A = 90-100 D = 60-69

B = 80-90 F = Below 60

C = 70-79

It is advisable to take all in-class exams at the scheduled time. **No make-up tests will be given**. However, since your lowest grade will be dropped, you will be able to drop the zero for the test you missed. Since only one grade will be dropped, be careful to miss no more than one test.

Be prepared for tests by bringing your own pencil and scantron. You will be given a test booklet with questions and you will write your answers on a scantron. On the scantron you will be asked to write identifying information such as your name, course, class section, date, and test booklet number. Students who do not provide this information will have up to 20 points subtracted from their score. You will also be instructed not to write on the test booklet. Students who mark on the test booklet and/or who take the test booklet or review sheet out of the room will earn a *0* for the test. These are careless mistakes that will be costly, so be aware and alert.

**Instructional Materials**

**Text**

King. L (2014). *The Science of Psychology.* NY: McGraw-Hill.

**Student Supplemental Handbook**

Download from Learning Web

**HCC Policy Statement - 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 counselor at Southwest College is Dr Becky Hauri (713-718-7910).

(District ADA Coordinator – Donna Price – 713.718.5165  
Central ADA Counselors – Jaime Torres - 713.718.6164  
                         Martha Scribner – 713.718.6164  
Northeast ADA Counselor- Kim Ingram – 713.718.8420  
Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422  
Southeast ADA Counselor – Jette Lott - 713.718.7218  
Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910  
Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631)

**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.

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) OR contact a HCC counselor or your professor to withdraw you. 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.) ***Remember to allow sufficient time (at least 24-hour response time) when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. Some professors may not be willing to process the withdrawal requests or have specific timelines for processing withdrawal requests, please consult with your individual professor for details.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**(\*\*Please provide specific information about how you want to handle the withdrawal requests from students.)**

**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.

**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.

**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

**Emails**

Students must use activate and use their HCC emails when communicating with their HCC professors. You must also use appropriate format, grammar and spelling (see Learning Web for examples).

**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 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

**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).

**Grading**

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

**Core Competencies—Student Learning Objectives**

Best 3 out of 4 tests \* 49.99% (critical thinking, quantitative/empirical literacy, social responsibility)

Written Assignment 16.67% (critical thinking, communication skills, quantitative/empirical literacy, social responsibility)

Participation/Assignments 16.67% (critical thinking, communication skills, quantitative/empirical literacy, social responsibility)

Final Exam \*\* 16.67% (critical thinking, communication skills, quantitative/empirical literacy, social responsibility)

100%

\*Students lowest grade will be dropped

**\*\*IMPORTANT: *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 above formula. Raw score means actual score without bonus or extra credit points.