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

**PSYC 2301: Introduction to Psychology**

 CRN# 21595 – Spring/2017]

 Room | 1:06-1:56| M-F

3 hour lecture course / 48 hours per semester/ 14 weeks

 In-Person

**Instructor:**  Linda Laur]

**Instructor Contact Information:** linda.laur@hccs.edu; llaur@houstonisd.org

**Psychology Department Chair: Dr. Karen P. Saenz,** karen.saenz@hccs.edu; 713-718-7180

**Office Location and Hours** Rm. 302 M-F 12:00-1:00 pm).

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/>). Insert information about when you will answer email, e.g. within 24 hours on weekdays; Monday morning for weekend messages. You and your students may also use Canvas Inbox to communicate.

**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](http://central.hccs.edu/students/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**

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| **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 |

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| **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 |

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| **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 |

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| **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. Insert more specific information about how you expect students to use Eagle Online Canvas here. 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 and/or the Learning Web

**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://www.mypsychlab.com/)
	+ Click “Student”
	+ Click “Ok, register now”
	+ Select “Yes, I have a Course ID”
	+ Enter boyd69378 Substitute your own Course ID if you have one
	+ 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.

**MyPsychLab**

 Insert information about how you will be using MyPsychLab in your course. If you do not require MyPsychLab, you can delete this section.

**Exams and Assignments**

**Exams**

 Insert a specific description of your exams. Include the number and types of questions, such as “50 multiple-choice questions.” You must also state how much each question counts and how much each exam counts toward students’ course grades. If your exams are on Eagle Online Canvas, advise students of the dates of availability of each exam, the time limit, if any, and the number of attempts allowed. HCC does not provide students with Scantron forms. They are sold in campus bookstores.

**Written Assignment**

 At least one written assignment is required. The written assignment(s) should be clearly linked to the course student learning outcomes and learning objectives. Written assignment(s) must count at least 15% of students’ course grades or a minimum of 150 points on a 1,000-point scale (see Grading Formula below).

**In-Class Activities**

 You may choose to include in-class activities. If so, specify the types of activities student should expect, such as quizzes, participation in activities during class, etc.

**Departmental Final Exam**

 You may not modify the information about the departmental final exam. You must count it at least 15% and no more than 25% of students’ course grades (150 to 250 points on a 1,000-point scale). Students must obtain raw scores of at least 50% correct on the departmental final exam to pass the course. The department will provide you with the 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.

**Grading Formula**  The department strongly recommends that you adopt a points-based grading system with a maximum 1,000 total points possible.

Exams 500 points

In-Class Activities 100 points

Written Assignment(s) 200 points

Departmental Final Exam 200 points

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| **Grade** | **Total Points** |
| A | 900+ |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | <600 |

**HCC Grading Scale**

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| 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**

 Insert your makeup policy for course work other than the departmental final exam. It is acceptable to have a “no makeups” for exams if you drop the lowest exam. You may also allow makeups accompanied by a late-work penalty. Another option is to state that you may allow makeups on a case-by-case basis. Please also clearly state that a makeup exam is not a retake. That is, makeup exams are only allowed for missed exams. You are responsible for proctoring makeup exams if you allow them.

**Incomplete Grades**

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if 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**

This is a suggested calendar for a regular term section (16 weeks).

Your calendar MUST

* Include the same number of weeks as the term in which your course is scheduled
* Include the dates of all scheduled class meetings along with the topic or the chapter that will be covered and any activities, such as quizzes, that will take place during each class meeting
* Include all due dates. If you change any due dates, notify all students of the changes by e-mail and in class.
* Include the last date to drop (see the Academic Calendar posted at hccs.edu).
* Cover all of the chapters that include concepts and terms that are covered on the Departmental Final Exam (1, 2, 5, 6, 8, 9, 10, 11, 12, 13)

Your calendar MAY

* Include Chapters 3, 4, 7, and/or 14
* Place the topics, chapters, etc., in a different order
* Include fewer or more exams than suggested
* Include chapter quizzes instead of or in addition to multi-chapter exams, but you must not devote an excessive amount of class time to quizzes and exams.

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| **Week** | **Dates** | **Topic/What’s due** |
| 1 |  | SyllabusChapter 1: Introduction to Psychology |
| 2 |  | Chapter 2: Biology and Behavior |
| 3 |  | Exam 1 |
| 4 |  | Chapter 5: Learning |
| 5 |  | Chapter 6: Memory |
| 6 |  | Exam 2 |
| 7 |  | Chapter 8: Lifespan Development |
| 8 |  | Chapter 9: Motivation and Emotion |
| 9 |  | Exam 3 |
| 10 |  | Chapter 10: Health and StressWritten assignment due |
| 11 |  | Chapter 11: Personality Theory and Assessment |
| 12 |  | Exam 4 |
| 13 |  | Chapter 12: Psychological Disorders |
| 14 |  | Chapter 13: Therapies |
| 15 |  | Exam 5 |
| 16 |  | Final Exam |

**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](http://central.hccs.edu/students/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. You may add more specific information about your criteria for dropping students and/or for tardiness, leaving class early, etc.

**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](http://learning.hccs.edu/faculty/eileen.mello/psi-kappa-the-psychology-club-at-hcc-sw) on the HCC Learning Web, the [Psi Kappa blog](http://psikappa.blogspot.com/), and the [Psi Kappa Facebook](https://www.facebook.com/psikappa?fref=ts) 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](http://psibeta.org/site/) website. For information about the HCC chapter, visit the [Psi Beta page](https://learning.hccs.edu/faculty/terese.landry/psi-beta) 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](https://www.hccsfoundation.org/scholarships).

**Tutoring**

[AskOnline](http://hccs.askonline.net/) 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/>

**Students with Disabilities**

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

**Ability Services Information**

**HCCS.EDU**

<http://central.hccs.edu/students/disability-services/>

**Central College**

713.718.6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

**EGLS3 Evaluation for Greater Learning Student Survey System**

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/district/students/egls3/)) 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. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 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.