



Division of Social and Behavioral Sciences
Department of Psychology
Dr. Karen Saenz, Chair
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PSYC 2301: Introduction to Psychology

Section 11457– Fall term, 2016
Northline Campus Rm 232 | [12:30 pm – 2 pm] [Mon/Wed]
3-hour lecture course / 48 hours per semester/ 16 weeks
In-Person

Instructor: Saira Rab, Ph.D.

Instructor Contact Information: saira.rab@hccs.edu

Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu

Office location and hours: By appointment

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

Email Policy: HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here (<http://www.hccs.edu/district/students/student-e-mail/enable-id/>). I will reply to student emails within 24 hours.

Course Description

PSYC 2301 is a survey course of the basic principles underlying human behavior. Emphasis is placed on major areas of study in the field of psychology, such as motivation, development, thought processes, personality.

Prerequisites

PSYC 2301 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 include placement in college-level reading (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Program Student Learning Outcomes (PSLOs) for all PSYC Courses

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.

3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives

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)

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

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](#)

Eagle Online Canvas Learning Platform

This section of PSYC 2301 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials

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

Final Exam Handbook

Posted on Eagle Online Canvas

Temporary Free Access to E-Book

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

- Visit MyPsychLab.com
- Click “Student”
- Click “Ok, register now”
- Select “Yes, I have a Course ID”
 - Enter “**rab91629**”, and Continue.
- Click “Next”
- Enter Pearson log-in credentials or create a new account
- Click “Get temporary access without payment for 14 days” near the bottom of the page
- Follow on-screen instructions from there.

Exams and Assignments

Exams

Each of your 5 exams will be online and are worth 50 points. Therefore, the total for all exams will be 500 points. For example, “50 multiple-choice questions” and each correct answer is worth 1 point. I will multiply your exam total by 2, so if you have gotten 40 out of 50, the total will be 80 points out of a 100, which is a B on an exam. We will cover two chapters per exam, so Exam 1 will cover chapters 1 & 2, Exam 2 will cover chapters 5 & 6, and so on according to the syllabus. Since the exams are on Eagle Online Canvas, **I advise students to keep an eye on the dates of availability for each exam, the time limit will be roughly 75 minutes to complete the exam, the exams will be available during class time only (12:30 pm – 2 pm), this window of time will only allow one number of attempt to complete the exam.** Do not wait until the last minute to complete the exam as time may run out. No make-up exams allowed unless approved by the instructor beforehand or in case of emergencies with proper documentation (i.e., hospitalization, death in family, etc.). I highly recommend for you to use Internet Explorer or Firefox to complete the exams on Eagle Online Canvas. Only one of your lowest exams score will be replaced by your highest exam score.

Written Assignment

This written assignment will be roughly 1 - 2 pages, double-spaced and a prompt/rubric for the paper will be distributed in class and later uploaded onto Eagle Online. Total points for this assignment is 150 points. **You must submit your paper via hard copy during class to receive full credit. Late papers will be -10 points**

per day and this includes weekends. The written assignment will consist of an evaluation of a research article, and in this research article, it must be: peer-reviewed, in relation to any chapter according to your syllabus calendar and within the years of 2000-2016 for full credit. You will evaluate the type of study, variables in the research article, participants studied, and results retrieved from this research article. Be sure to cite your sources according to APA guidelines, 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.

Attendance Sign-in sheets will be provided at the start of class and you will need to sign in every in-person class session. Each sign in sheet is worth 2.5 points, please come to class every day to sign the sheet.

In-class activities/group work There will be in-class activities provided at the end of class, and group discussions will take place during class. These activities are worth maximum of 20 points per activity, totaling in 100 points for 5 in-class activities. Also, these activities cannot be made up if they are missed. Please do your best to consult with classmates on any in-class group activities that you may have missed.

Departmental Final Exam All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions. Each question will be worth two points. 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

| | |
|--------------------------------|--|
| Exams (Five exams) | 500 points |
| Written Assignment | 150 points |
| Attendance (sign-in sheet) | 50 points |
| In-class activities/group work | 100 points |
| Departmental Final Exam | 200 points (Must get above 50% to pass the course) |

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

HCC Grading Scale

| | | |
|------------------|-------------------------------|-----------------------|
| A | 100-90 | 4 points per semester |
| B | 89-80 | 3 points per semester |
| C | 79-70 | 2 points per semester |
| D | 69-60 | 1 point per semester |
| F | <60 | 0 points per semester |
| FX | Failure due to non-attendance | 0 points per semester |
| IP (In Progress) | | 0 points per semester |

| | | |
|----------------|--|-----------------------|
| W (Withdrawn) | | 0 points per semester |
| I (Incomplete) | | 0 points per semester |
| AUD (Audit) | | 0 points per semester |

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

Makeup Policy

No makeup exams are allowed, however, the lowest score on one of your online exams will be replaced by your highest scored exam. There are also no make-up assignments for any class activities missed during regular class time.

Incomplete Grades

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

Syllabus Modifications

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

COURSE CALENDAR

| Week | Dates | Topic/What’s due |
|------|------------------------|---|
| 1 | Aug. 22nd | Syllabus |
| | Aug. 24th | Chapter 1: Introduction to Psychology |
| 2 | Aug. 29th | Chapter 1: Introduction to Psychology |
| | Aug. 31st | Chapter 2: Biology and Behavior – <i>In-class Activity #1</i> |
| 3 | Sept. 5th | Chapter 2: Biology and Behavior |
| 4 | Sept. 7th | Labor Day – No class! |
| | Sept. 12th | Exam 1 online due before 2 pm |
| 5 | Sept. 14th | Chapter 5: Learning |
| | Sept. 19th | Chapter 5: Learning – <i>In-class Activity #2</i> |
| 6 | Sept. 21st | Chapter 6: Memory |
| 7 | Sept. 26 th | Chapter 6: Memory |
| | Sept. 28th | Exam 2 online due before 2 pm |
| 8 | Oct. 3 rd | Chapter 8: Lifespan Development |
| | Oct. 5 th | Chapter 8: Lifespan Development – <i>In-class Activity #3</i> |
| 9 | Oct. 10th | Chapter 9: Motivation and Emotion/APA style |
| 10 | Oct. 12th | Exam 3 online due before 2 pm |
| | Oct. 17th | Chapter 10: Health and Stress |
| 11 | Oct. 19th | Chapter 10: Health and Stress |
| | Oct. 24th | Chapter 11: Personality Theory and Assessment |
| 12 | Oct. 26 th | Chapter 11: Personality Theory and Assessment – <i>In-class Activity #4</i> |
| | Oct. 28th | Exam 4 online due before 2 pm |
| | Oct. 28th | Last day to withdraw from class |

| | | |
|--------|----------------------|---|
| 13 | Oct. 31st | Chapter 12: Psychological Disorders/ <i>Written Assignment help session</i> |
| | Nov. 2 nd | Chapter 12: Psychological Disorders |
| 14 | Nov. 7th | Chapter 12: Psychological Disorders – <i>In-class Activity #5</i> |
| | Nov. 9th | Chapter 13: Therapies |
| 15 | Nov. 14th | Chapter 13: Therapies/ <i>Q&A session about the Final Exam</i> Written assignment due during class! |
| | Nov. 16th | Exam 5 online due by 2 pm |
| 16 | Nov. 21st | (Last day of class) <u>In-class Final Exam Review</u> |
| | Nov. 23-25th | <i>Thanksgiving Break</i> – Study hard for the Final Exam! ☺ |
| Finals | Dec. 7th | Final Exam In-Class according to Finals Schedule (12-1:50 p.m.) |

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:
- Bloom's Taxonomy Analysis, Educational Philosophy Paper, Midterm Exam, Final Exam, Field Study
- 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

Attendance

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

Withdrawal

If you decide to withdraw from the course, it is your responsibility to 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.

Student Organizations

Psi Kappa

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

Psi Beta

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

Psychology Achievers Scholarship

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

Tutoring

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

HCCS Student Policies

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

EGLS3 Evaluation for Greater Learning Student Survey System

The EGLS3 ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. 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. 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.