



**Psychology**  
Northeast College

**Introduction to Psychology 2301**  
**3-Hour Lecture/48 hours per semester /16 weeks**

**Instructor:** Professor Tamara LeDuc  
**Office:** 8001 Fulton, Room 310  
**Phone:** 713-718-2423  
**Office hours:** By Appointment  
**Email:** Blackboard – tamara.leduc

**Start at the beginning with the end in mind**

From experience students who study and pass the Orientation Exam have a higher success rate of completing this course.

These documents in the orientation are necessary to have a successful semester and eliminate frustrations with Distance Education. It is recommended you print them and refer to it as needed.

Course documents can be found in the Student Orientation folder and main homepage.

**BLACKBOARD STUDENT USER ID**

Your Blackboard login user ID will be [your HCC User ID \(sometimes referred to as the “W” number\)](#). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC home page:

- From [www.hccs.edu](http://www.hccs.edu), click on “Login Help” under the “Student System Sign In” field
- Then click on “Retrieve User ID” and follow the instructions.

Or use the direct link:

<https://hccsaweb.hccs.edu:8080/servlets/iclientservlet/sauat?cmd=start>

The default student password is “distance.” Students will then be prompted to change their password after their first login. Please visit DE Technical Support FAQs if you need additional assistance with your log in.

**Course Goals**

The goals of all psychology courses at Houston Community College are as follows:



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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.

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

<b>OBJECTIVES FOR SLO #1:</b> Discuss the major issues in the nine domains of psychology.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Major schools of thought in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Components of the neuron
2. Components of the synapse
3. Action potential
4. Major neurotransmitters
5. Medulla
6. Cerebellum
7. Hypothalamus
8. Limbic system
9. Components of the cerebrum
10. Plasticity
11. Endocrine system
<b>CORE DOMAIN 3: LEARNING</b>
1. Learning
2. Reinforcement
3. Punishment



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4. Observational learning
<b>CORE DOMAIN 4: MEMORY</b>
1. Characteristics of short-term memory
2. Characteristics of long-term memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
1. Phases of prenatal development
2. Piaget's stages of cognitive development
3. Erikson's stages of psychosocial development
4. Alzheimer's disease
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. General Adaptation Syndrome (GAS)
2. Post-traumatic stress disorder (PTSD)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Personality
2. Conscious, unconscious, preconscious mind
3. Id, ego, and superego
4. Freud's psychosexual stages
5. Big Five personality traits
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Phobias
2. Panic disorder
3. Obsessive-compulsive disorder
4. Dissociative identity disorder
5. Schizophrenia
6. Major subtypes of schizophrenia
7. Major depressive disorder
8. Bipolar disorder
9. Personality disorders

<b>OBJECTIVES FOR SLO #2:</b> Define the scientific method and how it applies to psychological research.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Scientific method
2. Descriptive methods
3. Representative sample
4. Experimental method
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Methods of studying the brain
<b>CORE DOMAIN 3: LEARNING</b>
1. Methods used by Pavlov, Watson, and Skinner
<b>CORE DOMAIN 4: MEMORY</b>
1. Recall
2. Recognition



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<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. Social Readjustment Rating Scale (SRRS)
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Objective tests (inventories)
2. Projective tests
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Purpose, organization, and content of the <i>DSM-IV</i>

<b>OBJECTIVE FOR SLO #3:</b> Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
1. Differences among the major theoretical perspectives in psychology
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
1. Processes that occur when a neuron is activated
2. How neurotransmitters affect behavior
3. Functions of the frontal lobes
4. Difference between the central and peripheral nervous systems
5. Functions of the sympathetic and parasympathetic nervous systems
6. How the pituitary gland affects behavior
7. How the adrenal glands affect behavior
<b>CORE DOMAIN 3: LEARNING</b>
1. How classical conditioning modifies an organism's responses to stimuli
2. How operant conditioning modifies an organism's responses to stimuli
3. Difference between positive and negative reinforcement
4. Factors that influence the effectiveness of punishment
<b>CORE DOMAIN 4: MEMORY</b>
1. Information-processing approach to memory
2. Reconstructive memory
3. The function of schemas
4. Causes of forgetting
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
1. Effects of teratogens and other negative factors on prenatal development
2. Relationship between contact comfort and attachment
3. Differences among the various patterns of attachment
4. Difference between the social learning and gender schema theory explanations of gender role development
5. Process of cognitive development as Piaget explained it
6. Proposed causes of Alzheimer's disease
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
1. Effects of stress on the immune system
2. Effects of daily hassles on stress



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3. Factors that influence individual's capacity for resisting the effects of stress
<b>CORE DOMAIN 7: PERSONALITY</b>
1. Function of defense mechanisms in Freud's theory
2. Views of humanistic theorists regarding the personality
3. Bandura's concept of reciprocal determinism
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
1. Criteria for abnormal behavior
2. Possible causes of schizophrenia
3. Symptoms of major depressive disorder.
4. Symptoms of Bipolar disorder

<b>OBJECTIVES FOR SLO #4:</b> 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.
<b>CORE DOMAIN 1: THE SCIENCE OF PSYCHOLOGY</b>
<i>Students will apply</i>
1. Ethical standards for psychological research
<b>CORE DOMAIN 2: BIOLOGY AND BEHAVIOR</b>
<i>Students will apply</i>
1. Principles of behavior genetics
<b>CORE DOMAIN 3: LEARNING</b>
<i>Students will apply</i>
1. Principles of behavior modification
<b>CORE DOMAIN 4: MEMORY</b>
<i>Students will apply</i>
1. Techniques for improving memory
<b>CORE DOMAIN 5: HUMAN DEVELOPMENT</b>
<i>Students will apply</i>
1. Effects of the authoritarian, authoritative, and permissive parenting styles on children's development
<b>CORE DOMAIN 6: STRESS AND HEALTH</b>
<i>Students will apply</i>
1. Difference between problem-focused and emotion-focused coping
<b>CORE DOMAIN 7: PERSONALITY</b>
<i>Students will apply</i>
1. Views of Abraham Maslow regarding self-actualization
<b>CORE DOMAIN 8: ABNORMAL BEHAVIOR AND THERAPIES</b>
<i>Students will apply</i>
Difference between psychologists and psychiatrists

**Core Curriculum**  
*Credit: 3 (3 lecture)*



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PSYC 2301 satisfies the social science requirement in the HCC core curriculum. The HCC Psychology Discipline Committee has specified that address the goals of the core curriculum as follows:

- \* **Reading** at the college level means having the ability to analyze and interpret a variety of printed materials, books, and document. All students in PSYC 2301 are required to read a college-level textbook.
- \* **Writing** at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. All instructors in PSYC 2301 include at least one written assignment in their syllabi.
- \* **Effective speaking** is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Students in PSYC 2301 are required to communicate about course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- \* **Listening** at the college level means the ability to analyze and interpret various forms of spoken communication. Students in PSYC 2301 are required to listen to presentations and/or discussions of course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- \* **Critical thinking** embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task. Students in PSYC 2301 are required to exhibit critical thinking in formal or informal ways as determined by the requirements of each instructor's course syllabus.
- \* **Computer literacy** at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available. Students in PSYC 2301 are required to exhibit computer literacy in formal or informal ways as determined by the requirements of each instructor's course syllabus.

### REQUIRED TEXT

Weiten, Wayne. *Psychology: Themes and Variation*. Eighth Edition. ISBN: 13: 978-0-495-81133-6; 10: 0-495-81133-5

**Options for purchasing text:** (1) visit the HCC Central campus bookstore to purchase books immediately, (2) visit any HCC bookstore to order textbooks to be shipped from the HCC Central campus bookstore to that location – this process usually takes 24-hours, or (3) order online via the HCC Bookstore webpage at <http://hccs.bkstore.com/> .



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### **HOMEPAGE**

The Homepage is an Announcement Tool for the course. All announcements for the course will be posted on the Homepage. Any and all schedule changes will be posted on the homepage; therefore, it is your responsibility to check the Homepage when first log in to the class.

### **COURSE CALENDAR**

All class assignments, exams and discussions for the course will be posted on the course calendar. In addition, class and school announcements will also be posted on the calendar.

It is your responsibility to keep abreast of the course schedule and due dates for all class assignments, exams and discussions posted on the calendar.

The instructor reserves the right to modify the schedule and/or course calendar and will notify the students in a timely manner.

### **GRADING**

Your final grade for the course will be based on a point system over class assignments, exams, term paper and the departmental final. **The point system will be calculated as follows:**

Class Assignments = 100 points  
Discussions (10 discussions) =100 points  
4 Exams = 400 points  
Paper =200 points  
Departmental Final = 200 points  
Extra Credit =100 points

### **GRADING SCALE:**

1000- 900 = A  
899- 800 = B  
799- 700 = C  
699- 600 = D  
599 and Below = F



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### DISCUSSIONS

You are expected to interact and relate the class material to your classmate and instructor. For selected chapters, students will summarize articles and relate the information to the class. ***Due dates for the summaries are noted on the calendar.***

### LATE WORK

Absolutely no late work will be permitted on class assignments (see extra credit). Late term papers will be accepted with deductions. See Make-Up Policy for exams.

***\*\*MAKE-UP POLICY:*** *Please note that no make-up exams will be given, unless by special permission due to extraneous circumstances. If make-up exam is given then it will be an ALL essay exam proctor at an HCC campus. However, absolutely no make-up exam are available for the Comprehensive Departmental Exam.*

### EXTRA CREDIT

Extra credit assignment is available for the course. After reviewing the psychology video clips located in the Web Links Course Tool, you will write a two page summary based on the questions relating to the clips you have watched. **You MUST complete all the questions on the 'Extra Credit Assignment' to receive full credit.**

There are different clips for each area of psychology (learning, personality and memory). **You are only allowed to do one extra credit assignment for the semester; therefore, choose the video clips that you find interesting.**

### EARLY ALERT

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. A counselor will then reach out to you to discuss your progress and offer any relevant resources. This initiative is designed to provide students with support services and resources to assist them in successfully completing their course.

### HCC WITHDRAWAL POLICY

**HCC Policy Statement-Class Attendance - It is important that you come to class!** Attending class regularly is the best way to succeed in this class.





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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. College policy is that students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction, which amounts to six hours of class time. This will 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 Policy Statement-Course Withdrawal**

**All instructors must check current HCCS policies before setting their withdrawal policy and they must state their policy clearly in their syllabus. Since we have the option to give/or not give a “W” by the withdrawal deadline, we must mark our rolls for date of last attendance, and we are required to give an “FX” for students who have a “F” in the class due to lack of attendance, we have choices and I will give you my statement below.**

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, you are encouraged to 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.



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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.

Students can withdraw themselves online as long as it is prior to the withdrawal deadline of the session OR contact a HCC counselor for advisement. If you do withdraw before the deadline, you will receive a “W” as your final grade.

As your professor, I can only withdraw you due to lack of attendance. Any withdrawal 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.) If you have excess attendances and quit coming to class after the deadline to withdraw and your final grade is “F,” then your grade will be recorded as “FX” according to new guidelines from the Department of Education.

### **TECHNICAL SUPPORT**

Go to <http://webct.hccs.edu> for notification of network problems, etc. A message will appear on the WebCT Main Entrance page or contact the Technical Support Department, 713.718.5275, for WebCT assistance.

For HCC network problems only, email [desupport@hccs.edu](mailto:desupport@hccs.edu) or contact IT Help Desk 713.718.8800.

### **ACADEMIC DISHONESTY**

“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 may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

### **STUDENT SERVICES**



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### **DISTANCE EDUCATION ADVISING AND COUNSELING SERVICES:**

Much DE student information can be found on the DE Student Services website: [www.de.hccs.edu](http://www.de.hccs.edu). Advising or counseling can be accomplished by telephone at 713/718-5275 - option # 4 or via email at [decounseling@hccs.edu](mailto:decounseling@hccs.edu). Student Services Associates (SSA) and Counselors can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled, if necessary, as HCC counselors maintain a local referral base in order to provide appropriate referrals to students with personal or family issues that may require long-term solutions.

### **INTERNATIONAL STUDENTS:**

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.

### **STUDENTS WITH DISABILITIES:**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

#### Disability Support Services Offices:

System: 713.718.5165

Central: 713.718.6164 – also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.

### **NOTICE FOR STUDENTS OUTSIDE OF HCC SERVICE AREA:**

Students who live or work outside the HCC service area and cannot take paper exams at one of our HCC testing locations MUST make arrangements for a proctor. Please see the DE Student Services Additional Resources webpage for more information.

### **VIRTUAL CLASSROOM CONDUCT:**



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As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

### **USE OF CAMERAS OR RECORDING DEVICES:**

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.

### **Note:**

If you have doubts or do **NOT** understand any of my instructions, it is your responsibility to contact me **IMMEDIATELY**. Simply saying “I didn’t understand” after the fact is not acceptable.

I highly recommend you **PRINT** this syllabus and refer to it as needed.