



MOUNTAIN VIEW COLLEGE
DIVISION OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

COURSE SYLLABUS

SPRING 2010

PSYC 2301.6007
INTRODUCTION TO PSYCHOLOGY

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PSYCHOLOGY 2301 – INTRODUCTION TO PSYCHOLOGY

Instructor:	Dr. Debra Yoder
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Office Hours:	TR 10:00-11:00 and by appointment
Office Location:	W189a
Phone:	214-860-8725
Division:	Arts, Humanities and Social Sciences
Course Number:	PSYC 2301
Section Numbers:	6007
Credit Hours:	Three (3)

I. COURSE MATERIALS

A. (Required) Textbook:

“Mastering the World of Psychology 3rd edition with MyPsychLab” by Wood.

II. COURSE DESCRIPTION:

This course is designed to survey the major subject areas comprising the field of psychology. Emphasis will be placed upon the major concepts and specific terminology utilized in psychology. The course is designed to meet the needs of students who desire personal awareness of this subject field and those who intend to pursue psychology as a vocation.

III. COURSE OBJECTIVE:

The objective of the course is to give a general overview of the field, providing a broad understanding of psychology as an integrated whole, psychology’s role in health and wellness, and appreciating function to understand dysfunction. The focus of the course is on the objective understanding of the foundations of behavior, including the biological basis, and processes such as learning, motivation, perception, emotion, personality and their role in the individual’s adjustment.

IV. CORE CURRICULUM

Psychology 2301 satisfies the Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1. **READING:** the ability to analyze and interpret a variety of printed materials (books, documents, and articles) above the 12th grade level.
2. **WRITING:** the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above the 12th grade level.
3. **SPEAKING:** the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience—above the 12th grade level.
4. **LISTENING:** analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading—above the 12th grade level.
5. **CRITICAL THINKING:** the ability to think and analyze at a critical level.
6. **COMPUTER LITERACY:** the ability to understand our technological society, use computer-based technology in communication, problem-solving, and information acquisition.

The objective of a behavioral science component of a core curriculum is to increase students' knowledge of how behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

V. EXEMPLARY EDUCATIONAL OUTCOMES

1. To employ the appropriate methods, technologies, and data that behavioral scientists use to investigate the human condition.

2. To use and critique alternative explanatory systems or theories of human behavior.
3. To develop and communicate alternative explanations or solutions for contemporary psychological issues.

VI. STUDENT LEARNING OUTCOMES (SLO'S)

By the end of this course students should be able to:

1. Develop a personal definition of psychology, including its scope, goals, and methods.
2. Describe the scientific method as it applies to psychology.
3. Analyze the significance of the biology that underlies behavior and identify reasons why psychologists study these biological underpinnings, especially the brain and the nervous system.
4. Define developmental psychology and evaluate the influence of nature and nurture on human development.
5. Differentiate sensation, perception, stimulus, and psychophysics.
6. Discuss what is meant by consciousness and altered states of consciousness.
7. Distinguish learning from performance.
8. Define memory and explain the basic processes of encoding, storing, and retrieving information.
9. Define cognition and the processes of thinking, mental imagery, and conceptualizing.
10. Define motivation and emotion, and discuss the role of each in human behavior.
11. Define personality and describe the basic structure of personality.
12. Define social psychology and attitudes.
13. Understand the principles of industrial and organizational psychology.
14. Identify the characteristics of psychological disorders and categorize them according to the DSM-IV.
15. Demonstrate the main approaches/types of therapy and evaluate the effectiveness of each approach.
16. Describe the subfield of health psychology and evaluate your current wellness.

VII. UNITS OF INSTRUCTION

- ◆ Chapter 1 – Introduction to Psychology
- ◆ Chapter 2 – Biology and Behavior
- ◆ Chapter 3 – Sensation and Perception
- ◆ Chapter 4 – States of Consciousness
- ◆ Chapter 5 – Learning
- ◆ Chapter 6 – Memory
- ◆ Chapter 7 – Cognition, Language, and Intelligence
- ◆ Chapter 8 – Human Development
- ◆ Chapter 9 – Motivation and Emotion
- ◆ Chapter 10 – Health and Stress
- ◆ Chapter 11 – Personality Theory and Assessment
- ◆ Chapter 12 – Psychological Disorders
- ◆ Chapter 13 – Therapies
- ◆ Chapter 14 – Social Psychology

VIII. LEARNING ACTIVITIES

A variety of learning activities will be utilized in this class including lecture, online MyPsychLab activities, class discussions, projects, and collaborative learning exercises. Emphasis is placed on active participation in each class session.

FIPSE Family Involvement Model

The Family Involvement Model (FIM) is an important component of the FIPSE grant. This model provides opportunities for family members to participate in the students' college experience. Some of the activities would include sitting in on classroom lectures and attending cultural events. The idea is to create an environment for family members to gain a better understanding of the students' education and offer support.

IX. EVALUATION

Class work, activities and exams are designed to measure student progress toward the performance objectives.

Learning Journal	100
Tests (4)	400
Group Presentation	100
Family Involvement	100
Final Exam	<u>100</u>
	800 Total Points Possible

COURSE GRADE EQUIVALENCIES:

A =	90-100	(720 points or more)
B =	80-89	(640 - 719 points)
C =	70-79	(560 - 639)
D =	60-69	(480 - 559)
F =	59-0	(479 - 0)

X. DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS

The instructor reserves the right to amend this syllabus in order to enhance student learning.

XI. ATTENDANCE POLICY

Your instructor fully supports the attendance policy of the DCCCD and this campus. Your ability to satisfactorily complete this course will be hampered by absences and excessive tardies. You are expected to be present and on time for all lecture periods.

Attendance is your responsibility. If you fail to attend class and do not drop, you will receive the grade of "F".

For standard lecture classes the following applies. Promptness is the standard for this class. If you enter class late, please do so with the least amount of disruption possible. If you are tardy, you are not credited for attendance unless you ask me personally to modify the attendance roll. If you have to be, or have been, absent or late you are responsible for any homework assigned in your absence. Please note that excessive absences usually result in significantly lower final course grades.

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

There are **NO MAKE UPS** for missed exams. If an emergency arises and you cannot take a scheduled exam it may be possible for you to take the exam early. Please note however, that the decision to give an exam early is the instructor's and that decision will be determined on an individual basis.

XII. WITHDRAWAL POLICY (with drop date)

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by the published drop date April 15, 2010. Failure to do so will result in your receiving a performance grade, usually an "F."

If you drop a class or withdraw from the college before the official drop-withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. Students often drop courses when help is available that would enable them to continue. I hope you will discuss your plans with me if you feel the need to withdraw.

XIII. STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exemption. Your campus

counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

<https://www1.dcccd.edu/coursedrops>

XIV. REPEATING THIS COURSE

Effective in the Fall 2005 Semester, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at:

http://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm

XV. FINANCIAL AID

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

XVI. TEXAS SUCCESS INITIATIVE (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at

https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

XVII. ACADEMIC HONESTY

Academic honesty is expected, and integrity is valued in the DCCCD. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. The consequence for academic dishonesty is a minimum of receiving a zero for that assignment or test.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at

<https://www1.dcccd.edu/cat/0406/ss/code.cfm>.

XVIII. ADA STATEMENT

If you are a student with a disability and/or special needs who requires accommodations, please let your instructor know or contact the college Disability Services Office.

XIX. RELIGIOUS HOLIDAYS

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

XX. CLASSROOM POLICIES

Electronic Devices Policy: Cellular phones, pagers, CD players, radios, and similar devices are prohibited in the classroom unless otherwise permitted specifically by the instructor for learning purposes.