

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Milana Johnson, PsyD, LMFT
Course Title & #:	PSYC C1000/Intro to Psych	Email:	milana.johnson@imperial.edu
CRN #:	11316	Webpage (optional):	-
Classroom:	Building 200, Room 204	Office #:	-
Class Dates:	08/11/25 to 12/06/25	Office Hours:	ONLINE or BY APPT ONLY
Class Days:	Tuesday & Thursday	Office Phone #:	-
Class Times:	11:20am- 12:45pm	Emergency Contact:	Krista Byrd 760-455-2555
Units:	3.00	Class Format/Modality:	Face to Face

Course Description

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. An introduction to the study of human behavior and cognition. Includes consideration of many of the major topics in psychology including, but not limited to, the biology of behavior, human development, sleep and consciousness, personality, mental disorders and therapy.

Course Prerequisite(s) and/or Corequisite(s)

RECOMMENDED PREPARATION: None.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1. Identify basic parts and functions of the neuron and lobes of the brain*
- 2. Identify different parenting styles and their effect on human development.*
- 3. Identify major psychological disorders, key symptoms, and the main strategies used for treatment*

Course Objectives

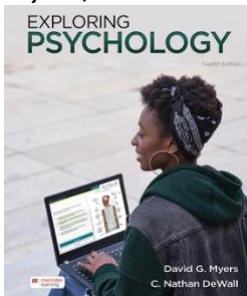
Upon satisfactory completion of the course, students will be able to:

- 1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.*
- 2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.*
- 3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.*

4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.
5. Define consciousness and describe how sleep, psychoactive substances and other stimuli affect consciousness.
6. Identify and describe the major theories of human development and discuss how growth and development affect behavior.
7. Discuss major theories of personality, their assumptions and implications.
8. Outline the nature, causes, and treatments of abnormal behavior.

Textbooks & Other Resources or Links

Myers, D.G. 2022. *Exploring Psychology*. 12th NY: Worth. ISBN: ISBN:9781319132118.



OER (Open Educational Resource) TEXTBOOK

Spielmen, Jenkins & Lovett. 2020. *Psychology*. 2e OpenStax. ISBN: CC by 4.0.

Libre Texts. . *Introductory Psychology*. OpenStax. ISBN: CC by 4.0.

Course Requirements and Instructional Methods

Lecture Outline

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
 - BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
 - COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
 - DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
 - SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
 - MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;

- e. *How our perceptions and biases filter our experiences of the world through an imperfect personal lens;*
 - f. *How applying psychological principles can change our lives, organizations, and communities in positive ways;*
 - g. *How ethical principles guide psychology research and practice.*
3. *Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:*
 - a. *while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and*
 - b. *to counter unsubstantiated statements, opinions, or beliefs.*
 4. *Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.*

Assignments

Out-of-class:

Assignments that apply psychological theory discussed in the classroom to real-world settings. For example, doing a class presentation on a section of a specific chapter and using real life examples to explain the material. Written position statements on subjects that are chosen by the professor and/or student and relevant to course. Research would be done via internet to show information literacy and competency in finding acceptable sources such as peer-reviewed journal articles. Video/Movie Analysis where groups of students choose a movie that is related to one of the Psychology topics discussed in class and write a 2-3 page paper how the psychology concepts are presented in the movie.

Reading and Writing:

Reading assignments include assigned text readings; current articles and/or sources from the internet. A written and/or verbal critical analysis of the readings is required. Written assignments include reflective responses, sharing the student's viewpoints and opinions in regard to course material. Research papers on a pertinent psychological topic could be either compare/contrast psychological theory, or APA style literature review.

Quizzes:

A total of five quizzes will be given throughout the course that will cover ALL readings and lectures. An outline will be provided in advance (no more than a week prior) to indicate what you will be quizzed on to ensure enough preparation and study time. Each quiz will be at the start of class and will consist of 10 multiple choice, fill-in-the-blank, and short answer questions. NO MAKE-UP QUIZZES WILL BE GIVEN. Each quiz is worth 10 points.

Discussion Posts:

Discussion board posts are due on a weekly basis to ensure ongoing participation, distance learning, and discussion of course content. Initial posts are due by 11:59pm on the Friday following the last class of each week and 2 peer responses are due by 11:59pm on the Monday before class. Discussion posts are expected to be critically thought-out reflections on course material covered in class and readings. Discussion posts will not



be open to post until end of the last class of the week. Each initial post is worth 2 points and the two peer responses are worth 2 points total.

Exams:

Two (2) exams will be given in this course a midterm and a final exam. Exams will consist of multiple choice, fill-in-the-blank, short answer, and/or essay questions from the class material and readings. No make-up exams will be given unless you have spoken to me PRIOR to the exam in which you will have one week to make up the exam. Midterm exam will be worth 50 points and the Final Exam will be worth 100 points.

Written Assignments:

There are 8 written assignments assigned in this course which include 3 position statements (10 points each), a self-reflection/thought paper (25 points), two (2) critical analysis papers (25 points each), a compare/contrast paper of a psychological theory (25 points), and a literature review (50 points). All written assignments will be written in APA format. Resources and rubrics will be provided. Details and more information will be discussed in class.

Presentation:

Students will present a section of a specific chapter and use real life examples to explain the material. Other details and information to be determined and will be discussed in class.

Participation:

Participation is a requirement in this course. It is expected that you come to class prepared and ready to learn which includes initiating or engaging in class discussions and completing weekly discussion posts. Class discussions are proven ways to enrich and create meaningful pathways to better understanding material and content presented to you.

>>> This course will consist of a combination of lectures, assigned readings (recommended/required), class activities/group work, quizzes, exams, discussions (in-class/CANVAS), presentation, and written assignments.

>>> Active participation will be expected in class and on CANVAS (i.e. response to peers' discussion posts) to demonstrate an understanding of the course content and material.

>>> Respect and classroom etiquette are very crucial and important in creating a safe learning environment for students and others around you. Please be respectful and considerate of your classmates and colleagues. We all come from different or similar backgrounds, values, and beliefs surrounding mental health and psychology. Let's do our part by being inclusive of one another and bring an open mind to class discussions.

>>> Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Course Grading Based on Course Objectives

Grading Scale

A: 90-100% 448-500

B: 80-89% 398-447

C: 70-79% 348-397

D: 60-69% 298-347

F: 59% and lower <297

Assignment	Total Points Possible
Discussion Posts/Responses (15 @ 4 pts each)	/60
Quizzes (5 @ 10 pts each)	/50
Participation	/30
Written Assignments	/10, /10, /10, /25, /25, /25, /25, /50
Presentation	/30
Midterm Exam	/50
Final Exam	/100
	TOTAL POINTS= 500

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.



AI Do's

Use AI to **generate study guides** or summarize textbook chapters.
 Use AI to **brainstorm ideas** or get feedback on topic direction
 Use AI to **explain complex concepts** in simpler terms
 Use AI tool to **check grammar and clarity** in your Writing



AI Don'ts

Don't use AI to **write your entire assignment** and submit it as your own.
 Don't rely on AI for **facts without checking resources**—it can be inaccurate
 Don't use AI to **fake citations** or include made-up references
 Don't use AI to **evade assigned reading** or class



Use AI tools to **ask questions you're too shy to ask in class**

Use AI as a **supplement**—not a substitute—for learning

discussions

Don't submit AI-generated work **without proper citation or acknowledgement**, if required

Don't assume AI reflects **current research** or academic standards.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance if you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

1. A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
2. Regular attendance in all classes is expected of all students. **ATTENDANCE IS RECORDED EACH CLASS.** A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
3. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
4. **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
5. **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
6. **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
7. **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
8. No extensions will be granted for any coursework unless accommodations have been implemented by **DSPS**. Otherwise, plan accordingly to meet the deadlines.



IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Dates/Exams
Week 1 August 12 & 14	Welcome & Introduction to the course 08/14 Lightning Library Presentation @11:30 Myers-Chapter 1 Thinking Critically with Psychological Science Spielmen, Jenkins & Lovett- 1. Introduction to Psychology & 2. Psychological Research	Discussion Initial post due by 11:59pm 08/15; Peer Response due by 11:59pm 08/18 Self-Reflection/Thought Paper due by 11:59pm 08/17
Week 2 August 19 & 21	Myers- Chapter 2 The Biology of Behavior Spielmen, Jenkins & Lovett- 3. Biopsychology	Discussion Initial post due by 11:59pm 08/22; Peer Response due by 11:59pm 08/25
Week 3 August 26 & 28	Quiz 1 08/26 Myers- Chapter 3 Consciousness and the Two-Track Mind Spielmen, Jenkins & Lovett- 4. States of Consciousness	Discussion Initial post due by 11:59pm 08/29; Peer Response due by 11:59pm 09/01 Position Statement Due by 11:59pm 08/30
Week 4 Sept 2 & 4	Myers- Chapter 4 Developing Through the Lifespan Spielmen, Jenkins & Lovett- 9. Lifespan Development	Discussion Initial post due by 11:59pm 09/05; Peer Response due by 11:59pm 09/08
Week 5 Sept 9 & 11	Quiz 2 09/09 Myers- Chapter 5 Sex, Gender, and Sexuality	Discussion Initial post due by 11:59pm 09/12; Peer Response due by 11:59pm 09/15
Week 6 Sept 16 & 18	Myers- Chapter 6 Sensation and Perception Spielmen, Jenkins & Lovett- 5. Sensation & Perception	Discussion Initial post due by 11:59pm 09/19; Peer Response due by 11:59pm 09/22 Movie/Video Analysis due by 11:59pm 09/21
Week 7 Sept 23 & 25	Quiz 3 09/23 Myers- Chapter 7 Learning Spielmen, Jenkins & Lovett- 6. Learning	Discussion Initial post due by 11:59pm 09/26; Peer Response due by 11:59pm 09/29
Week 8 Sept 30 & Oct 2	Myers- Chapter 8 Memory Spielmen, Jenkins & Lovett- 8. Memory	Discussion



Date or Week	Activity, Assignment, and/or Topic	Due Dates/Exams
		Initial post due by 11:59pm 10/03; Peer Response due by 11:59pm 10/06 Position Statement Due by 11:59pm 10/05
Week 9 Oct 7 & 9	Myers- Chapter 9 Thinking, Language, and Intelligence <i>Spielmen, Jenkins & Lovett- 7. Thinking and Intelligence</i>	Discussion Initial post due by 11:59pm 10/10; Peer Response due by 11:59pm 10/13 Midterm Exam 10/09
Week 10 Oct 14 & 16	Myers- Chapter 10 Motivation and Emotion <i>Spielmen, Jenkins & Lovett- 10. Emotion and Motivation</i>	Discussion Initial post due by 11:59pm 10/17; Peer Response due by 11:59pm 10/20
Week 11 Oct 21 & 23	Myers- Chapter 11 Stress, Health, and Human Flourishing <i>Spielmen, Jenkins & Lovett- 14. Stress, Lifestyle, and Health; 13 I/O Psychology</i>	Discussion Initial post due by 11:59pm 10/24; Peer Response due by 11:59pm 10/27 Critical Analysis due by 11:59pm 10/26
Week 12 Oct 28 & 30	Quiz 4 10/28 Myers- Chapter 12 Social Psychology <i>Spielmen, Jenkins & Lovett- 12. Social Psychology</i>	Discussion Initial post due by 11:59pm 10/31; Peer Response due by 11:59pm 11/03
Week 13 Nov 4 & 6	Myers- Chapter 13 Personality <i>Spielmen, Jenkins & Lovett- 11. Personality</i>	Discussion Initial post due by 11:59pm 11/07; Peer Response due by 11:59pm 11/10 Position Statement Due by 11:59pm 11/09
Week 14 Nov 11 & 13	Myers- Chapter 14 Psychological Disorders <i>Spielmen, Jenkins & Lovett- 15 Psychological Disorders</i>	Discussion Initial post due by 11:59pm 11/14; Peer Response due by 11:59pm 11/17
Week 15 Nov 18 & 20	Quiz 5 11/18 Myers- Chapter 15 Therapy <i>Spielmen, Jenkins & Lovett- 16 Therapy and Treatment</i>	Discussion Initial post due by 11:59pm 11/21; Peer Response due by 11:59pm 11/24
Thanksgiving Week Nov 24-28 NO SCHOOL	NO SCHOOL ☺	
Week 16 Dec 2 & 4	Final Review 12/02 FINAL EXAM December 4th	Literature Review due by 11:59pm 12/01



IMPERIAL VALLEY COLLEGE

Date or Week	Activity, Assignment, and/or Topic	Due Dates/Exams
FINALS WEEK		FINAL EXAM December 4th

*****Subject to change without prior notice*****