

Imperial Valley College PSY 101  
Introduction to Psychology  
Fall 2013

Instructor: Lillian Finnell  
Class Time: **(CRN#10778) Monday/Wednesday 11:50-1:15 p.m.**  
**(CRN#10780) Tuesday/Thursday 8:35-10:00 a.m.**  
**(CRN#10786) Monday/Wednesday 1:30-2:55 p.m.**  
Email: [lillian.finnell@imperial.edu](mailto:lillian.finnell@imperial.edu)  
Office Hours: Mon/Wed- 10:30-11:30 a.m.  
Tues/Thurs- 8:00-8:30 a.m., 12:00-12:30 p.m.  
Office Location: 807E Phone: (760)355-6142  
Required Textbook:  
Myers, D.(2014) *Exploring Psychology*. Ninth Edition. Worth Publishers.

Course Description(IVC Catalog, 2013-2014):

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, learning, human development, sleep and consciousness, personality, mental disorders and therapy, and social processes. (CSU, UC)

Purpose: (*Why should I take this class?*)

The purpose of this course is to provide a basic introduction to various topics in psychology within a supportive learning environment. Course discussions and assignments are designed to support the academic study of psychology and may also provide individual insight to academic goals, work life, and personal relationships.

Course Goals: (*How should I approach learning about Psychology?*)

1. Develop an understanding of the basic concepts and principles of psychology
2. Communicate clearly and accurately, both orally and in writing, your understanding of the concepts discussed in class
3. Understand how these concepts and principles might **relate to your everyday life** and the lives of those around you. It may be helpful to ask yourself, "How can I use this information?" or "What can I do differently with this knowledge?"

Course Student Learning Outcomes (SLOs)

These objectives represent faculty and departmental learning goals for students. At the end of this course, students will demonstrate an understanding of the following :

1. Identify the basic anatomy 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 Requirements:

Class Participation

Attending every class session is expected. Arriving tardy, leaving early or stepping outside during lecture will be noted and count against class participation. **Please schedule all appointments outside of class time.** \*At the instructor's discretion, a student may be dropped after 3 absences. However, if you decide not to continue with this course, you are responsible for dropping the class by the drop date.

In-class assignments will count toward class participation points and, if needed, will be added to the student's total score at the end of the semester.

### Exams (400 points)

A total of 5 exams will be given based on text readings, lecture material, and multimedia presentations. The lowest exam score will be dropped, therefore, **make-up exams will not be given**. Exam format will be multiple choice, please bring a #2 pencil and scantron form on days of the exam.

### Literature Review and Presentation (60 points)

To reinforce concepts and content of this course, each student will select and examine a psychological issue and present their findings in a class presentation. This assignment will include a topic proposal (15 pts.), copy of presentation slides with notes (25 pts.), and a maximum 5-minute in-class presentation (20 pts). Slide notes are due the week prior to presentations. Late papers and email submissions will not be accepted.

Although topics are selected by each student, instructor approval is required before students begin researching. (See instructor for sign-up sheet)

### Assigned Reflections (30 points)

One full page reflection on each of 3 assigned topics.

### Late Work

**Late work will not be accepted.**

### Academic Dishonesty

Dishonesty in the classroom is considered a very serious offense. Any form of cheating, turning in work, which is not one's own (plagiarism), is grounds for disciplinary action. The consequences of these actions are severe and may include the possibility of expulsion.

<b>Grading:</b>	90 - 100% = A
	80 - 89% = B
	70 - 79% = C
	60 - 69% = D
	59% and below = F

### **Student Success Formula:**

3 hrs. of study per week for every unit of study. e.g., 3 unit class=9 hours of study per week

### Classroom Etiquette:

- In consideration of other students and the instructor, please:
- Arrive on time and do not leave early
- Silence cell phones

### Technology Policy:

- Assignments will not be accepted via e-mail and computer related issues are not considered an excuse for late work.

With instructor approval, laptops or tablets will be allowed in the back row of the classroom **only for the purpose of note taking**. The instructor reserves the right to limit the use of technology devices considered disruptive to the classroom-learning environment. Limit the use of electronic devices to either before or after class .

## Mental Health Resources

Mental Health Counseling Services at the Student Health Center is a free service for currently enrolled students. Short-term individual, couples, family and group counseling services are provided by licensed clinicians and interns. To schedule an appointment, call **Emily Bill, [760-355-6196](tel:760-355-6196) - IVC Mental Health Counselor**

## DISABLED STUDENT PROGRAMS AND SERVICES (DSPS):

"Students with disabilities at Imperial Valley College are eligible for accommodations related to their disability under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services are provided to students with mobility, visual, hearing, speech, and orthopedic impairments, learning disabilities, psychological disabilities, Acquired Brain Injury, and other health impairments. Services are provided on an individual basis and may include reader services, note taking, tutoring, counseling, sign language interpreting, priority registration, learning disability assessment, and adapted computer instruction."

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. DSP&S, Room 2117, Mel Wendrick Access Center, (760)355-6312

	<b>Reading Topic</b>	<b>Assignment Due</b>
<b>Week 1</b>	Syllabus & Introduction Chapter 1- <i>Thinking Critically...</i> Start Journal	
<b>Week 2</b>	Chapter 1 Chapter 2 - <i>Biology of Behavior</i>	
<b>Week 3</b>	Chapter 2 Chapter 3- <i>Consciousness</i>	<b>**Reflection#1 Due</b>
<b>Week 4</b>	Chapter 3 Lecture/Video	<b>*Study Guide #1 (C.1-3)</b> <b>*Exam #1 (C.1-3)</b>
<b>Week 5</b>	Chapter 4 - <i>Developing Through Life Span</i>	
<b>Week 6</b>	Chapter 5- <i>Gender and Sexuality</i> Chapter 6- <i>Sensation &amp; Perception</i>	
<b>Week 7</b>	Chapter 6 Lecture/Video	<b>*Study Guide #2 (C.4-6)</b> <b>*Exam #2 (C.4-6)</b>
<b>Week 8</b>	Chapter 7 - <i>Learning/ Topic overview</i>	<b>**Reflection# 2 Due</b>
<b>Week 9</b>	Chapter 8- <i>Memory</i> Chapter 9- <i>Thinking, Language, &amp; Intelligence</i>	<b>Topic Proposal Due</b>
<b>Week 10</b>	Chapter 9 Lecture/Video	<b>*Study Guide #3 (C.7-9)</b> <b>* Exam #3 (C.7-9)</b>
<b>Week 11</b>	Chapter 10- <i>Motivation</i> Chapter 11- <i>Stress, Health, &amp; Human, Flourishing</i>	
<b>Week 12</b>	Chapter 12- <i>Personality</i> Lecture/Video	<b>*Study Guide #4 (C.10-12)</b> <b>* In-Class Exam #4 (C.10-12)</b>
	<b>*Last Day to Drop Classes Nov. 9th</b>	
<b>Week 13</b>	Chapter 14- <i>Psychological Disorders</i> Chapter 15- <i>Therapy</i>	<b>**Reflection#3 Due</b>
<b>Week 14</b>	Chapter 13- <i>Social Psychology</i>	
<b>Week 15</b>	Presentations Presentations	Copy of Presentation with Notes
<b>Week 16</b>	Presentations/Review <b>Final</b>	<b>*Study Guide #5 (C.13-15)</b> <b>*Final Exam #5 (C.13-15)</b>
<b>Notes:</b>	This calendar is a tentative course outline. The instructor reserves the right to modify scheduling of lectures, assignments, and exams as needed.	