

Psychology 101 Spring 2017

Basic Course Information

| | | | |
|-------------------|-----------------------------|---------------------|--|
| Semester: | Spring 2017 | Instructor Name: | M. Robin Staton |
| Course Title & #: | Intro Psychology 101 | Email: | Robin.staton@imperial.edu |
| CRN #: | 20605 | Webpage (optional): | |
| Classroom: | 2734 | Office #: | 409 |
| Class Dates: | 2/13/2017- 6/7/2017 | Office Hours: | M 8-9:30 T8:30-9:30; W 6-6:30 ; Th 1-2:00 |
| Class Days: | MW | Office Phone #: | 760-355-6149 |
| Class Times: | 9:40-11:05 | Emergency Contact: | 760-355-6144 |
| Units: | 3 | | |

Course Description

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. (C-ID PSY 110) (CSU, UC)

Student Learning Outcomes

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

- identify basic parts and functions of the neuron and lobes of the brain (ILO1; ILO2; ILO3)
- identify different parenting styles and their effect on human development (ILO1; ILO2; ILO3)
- identify major psychological disorders, key symptoms, and the main strategies used for treatment (ILO1; ILO2; ILO3; ILO5)

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. discuss the development of psychology as a science.
2. identify the major biologic response systems of the human body and discuss their influence on behavior.
3. discuss the difference between sensation and perception, giving one illustration of each

Textbooks & Other Resources or Links

Exploring Psychology, Myers, David G; 10th Ed ISBN:978-1-4641-5049-6

Course Requirements and Instructional Methods

Students will be required to complete class reading and writing assignments, class discussion of real life scenarios and their relation to psychology. Students will also do film reviews, a self-assessment of multiple intelligences and learning styles questionnaire; participate in teaching scenarios; participate in classroom multimodal activities such as a relaxation activity or positive reinforce activities

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Students will be given a reading assignment and discussion will follow in the classroom. Participation in classroom is required. Tests will include multiple choice, true/false, labeling, and essay based assignments.

The grades are calculated on a point basis. Every student has the opportunity to do well in this class. There will be at least 5 quizzes given and your lowest quiz score is dropped. There is no extra credit or extra activity points given in this class. *No work is accepted late* except in a documented emergency or preapproval from the instructor.

Following is the grading scale:

| | | | |
|----------------------|----|----------------------------|--------|
| Participation =..... | 15 | Points A=90-100 | Points |
| Quizzes =..... | 40 | B=80-99 | |
| Written Assignment = | 10 | C=70-79 | |
| Final Test = | 35 | D=60-69 | |
| | | Total Possible =100 | |

At the end of the semester if you happen to have a score with a .5 total points (ex. 79.5) I will round up to the next grade category which in this example would be 80 points.

Attendance

- 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.

- Regular attendance in all classes is expected of all students. 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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- 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.
- 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](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

[Required language.]

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and

preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.

- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | |
|-----------------------|---|--|
| Week 1 2/13&15/17 | Syllabus & Introduction; Read Chapter 1; Discussion of the science of psychology; Discussion of Multiple Intelligences; | MI Questionnaire |
| Week 2 2/22/17 | Read Chapter 2 , Discussion of the Biology of Behavior | |
| Week 3 2/27&3/1/17 | Read chapter 4 Discussion of Development through Lifespan: birthing | Film-Life's Greatest Miracle (Birth) Neuron Quiz 1 Film Review |
| Week 4 3/6&8/17 | Continuation of Chapter 4 Discussion of parenting, cognitive and physical development, Piaget's Theory, death and dying | Film on Autism Film Review Assignment |
| Week 5 3/13&15/17 | Finish Chapter 4 Discussion of parenting, cognitive and physical development, Piaget's Theory, death and dying | Development Quiz |
| Week 6 3/20&22/17 | Read Chapter 3 Consciousness and the Two Tract Mind Discussion of sleep, sleep disorders, addiction, drugs and alcohol | Film on Substance Abuse Film Review Assignment |
| Week 7 3/27 &29/17 | Read Chapter 6 Sensation and Perception Discussion of senses, perception, vision, hearing, gate-control theory | Demonstration: Reading by the Colors Quiz on Chapters 3&6 |
| Week 8 4/3&5/17 | Read Chapter 7 Learning Discussion of learning theories, classical conditioning, operant conditioning, observational learning, extinction & | Learning activities Take home quiz. |

Anticipated Class Schedule/Calendar

| | | |
|----------------------------------|---|---|
| | spontaneous recovery, shaping behavior Activities recommend that you wear deodorant and shoes that stay on your feet. | |
| Week 9 4/10 & 12/17 | Read Chapter 14 Psychological Disorders Discussion of mental health disorders, DSM 5, Organic vs. Nonorganic, | Writing Assignment- Mental Health Chart Film: A Beautiful Mind |
| Week 10 4/25 & 4/27 | Chapter 14 Psychological Disorders Continued Discussion of ADD/ADHD, PTSD, and suicide | Film on ADD/ADHD |
| Week 11 4/16-4/2 2/17 | SPRING BREAK | |
| Week 12 4/24 & 26/17 | Read Chapter 11 Stress and Health Discussion of effects of stress on health and psychology, stressors, stress reduction, and relaxation exercises. | Relaxation exercise |
| Week 13 5/1 & 3/17 | Read Chapter 15 Therapy Discussion of counseling therapy theories, demonstration of counseling theories | Film-Cognitive Behavioral Therapy Mental Health Chart due 11/5 |
| Week 14 5/8 & 10/17 | Read Chapter 12 Social Psychology Discussion of attribution theory, social and cultural influences, conformity, group behavior, prejudice, aggression, attraction, altruism, promoting peace | Social Psychology Activities |
| Week 15 5/15&17/17 | Read Chapter 5 Gender and Sexuality Discussion of biology and gender, gender development, androgyny, sexual development, gender roles and culture, sexual orientation, sexualization of girls, evolution and sexuality. | Film |
| Week 16 5/22&24 /17 | Read Chapter 13 Discussion of key theorists including Freud, Adler, Jung, .Maslow, Rogers. Covers Big Five Traits, ,introversion, ,extroversion, & self esteem. | |
| Week 17 5/31 & 6/5 /17 | Continuation of Chap 13, | Review |

| | |
|--|-------|
| Anticipated Class Schedule/Calendar | |
| June 7 | Final |