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Basic Course Information

Semester:	**Fall 2020**	Instructor Name:	**Tina A. Williams**
Course Title & #:	**PSY 101: Introduction to Psychology**	Email:	**Tina.williams@imperial.edu**
CRN #:	**10609**	Webpage (optional):	**n/a**
Classroom:	**Online**	Office #:	**Online**
Class Dates:	**08/17/-12/12/20**	Office Hours:	**Monday/Tuesday 10:00-11:00/Friday 5:30-6:30 Zoom**
Class Days:	**Online**	Office Phone #:	**(760) 352-8320**
Class Times:	**Online**	Emergency Contact:	**(760) 562-5404**
Units:	**3 units**		

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 process. (C-ID PSY 110).

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

Recommended: Twelfth grade reading level is highly recommended.

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 (IL01; IL02; IL03)

-Identify different parenting styles and their effect on human development (IL01; IL02; IL03)

-Identify major psychological disorders, key symptoms, and the main strategies used for treatment (IL01; IL02; IL03, IL05)

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUN STANDARDS FOR A 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.*

4. *Define consciousness and describe the major theories of human development and discuss how growth and development affect behavior.*
5. *Discuss the processes by which humans learn and store skills and information.*
6. *Discuss major theories of personality, their assumptions and implications.*
7. *Outline the nature, causes, and treatments of abnormal behavior.*
8. *Discuss the ways in which the social milieu affects human behavior.*
9. *Identify major theories of emotion and motivation.*

Textbooks & Other Resources or Links

Text: *Exploring Psychology, Myers, David G; 10th ed. ISBN-13: 978-1-4641-5407-2/ISBN-10: 1-4641-5407-4*

Course Requirements and Instructional Methods

Weekly Journals: *Journals will be a resource for the student to be able to analyze and reflect on the reading, dialogue and content discussed. Weekly journals also count as your participation grade.*

Thought Paper: *There will be **one 2-page** thought paper due during the semester. Your thought paper should address ideas and concepts regarding psychology from the course text, class discussions, magazines, internet articles, research journals, and/or life experiences. Your thought paper needs to be written from your point of view (your own thoughts regarding the topic). Your thought paper must be typewritten, double space, and 12-font.*

Discussion question: *Discussions will be based on a topic that is relevant to the chapter of the week. Students will reply to the post providing their relevant and appropriate response. Students will also reply to two of their classmates providing further information and/or opinion on the subject.*

Quizzes: *Quizzes may include any or all the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer essay. There are no makeups for quizzes.*

Exams: *Exams will be given based on text reading, lecture materials, and multimedia presentations. Exam format will be multiple choices. No makeups for exams will be given without prior notification and/or documentation of an emergency.*

Individual Research Paper: *Each student will choose a topic of interest on either a psychological disorder or Therapy (**Chapters 14 and 15**) and write a research paper on the topic of choice. Your paper must include the definition of the disorder or therapy, the history, the diagnosis and symptoms, types of medications used to treat the symptoms, and statistics. Prior authorization by the instructor on the topic to be researched is needed. Paper must be typewritten in APA format and at least **5 pages** in length (not including the title and reference page), it should include at least 3 references or more. Students are expected to read chapters 14 and 15 and select the topic of choice.*

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

Grading:

90-100 = A	**Journals:**	150	
80-89% = B	**Dis Questions**	150	
70-79% = C	**Quizzes**	75	
60-69% = D	**Thought paper**	25	
50-59% = F	**Research paper**	50	
	Exams:	125	
	Participation:	25	**Total: 600**

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 absence 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.
- California Ed Code requires that a student can be removed from my roster by "dropping" them if they never attended the course and are therefore a "no show." Since this is an online course, the term "no show," is defined as if you do not complete Week One assignment by the third day of this class, you will be considered as a "no show" and will be drop from this course.
- Please do not delay in dropping, if that is your choice. Once you have completed the Introduction assignment and decide that you do not want to continue in this course, it becomes your responsibility to drop it. Please drop the course via Webstar prior to the drop deadline. Do not assume the instructor will do this for you.

Classroom Etiquette

- 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, only students enrolled in the class may attend; children are not allowed.

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

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.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- 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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

 To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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	Pages/ Due Dates/Tests
Week 1 08/17/20	Syllabus & Introduction "What is Psychology" Chapter 1: Thinking Critically with Psychological	
Week 2 08/24/20	Chapter 2: Biology of Behavior	
Week 3 8/31/20	Chapter 3: Consciousness and the Two-Track Mind	
Week 4 09/07/20	**Holiday** Chapter 4: Developing Through the Life Span	
Week 5 09/14/20	Chapters 5: Sex, Gender and Sexuality	
Week 6 09/21/20	Chapter 6: Sensation and Perception	
Week 7 09/28/20	Chapters 7: Learning	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 8 10/05/20	Chapters 8: Memory	
Week 9 10/12/20	Chapter 9: Thinking, Language, and Intelligence	
Week 10 10/19/20	Chapter 10: Motivation and Emotion	
Week 11 10/26/20	Chapters 11: Stress, Health, and Human Flourishing	
Week 12 11/02/20	Chapters 12: Social Psychology/Quiz	
Week 13 11/09/20	Chapter 13: Personality/Quiz	
Week 14 11/16/20	Chapter 14: Psychological Disorders	
Week 15 11/23/20	**Holiday: Thanksgiving**	
Week 16 11/30/20	Chapter 15: Therapy	
Week 17 12/07/20	**Final**	

Tentative, subject to change without prior notice