

Introduction to Psychology, PSY101-008

Red Rocks Community College, Fall 2019

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Office Hours: Can be determined as needed

Course Meeting Dates and Times

Start and End Dates: 8/20/2019-12/10/2019

Meeting Days: [List the days the class meets e.g., Tuesdays and Thursdays; if the class is entirely online, write "online" - REQUIRED]

Start and End Times: [List the time the class starts and ends e.g., 9:00-10:15am; if the class has separate lecture and lab times, be sure that information is reflected here; if the class is entirely online, write "online" - REQUIRED]

Room:

Required Texts and Materials

- King, L.A. (2016). *Experiencing Psychology*. (4th ed). McGraw-Hill

Materials to Bring to EVERY class:

- notebook (either **loose leaf** or a spiral with pockets)
- pad of *Post-It Notes*
- hi-liter(s)
- a way to record various activities on a calendar, either on paper, or a computer application on your phone or another technical device.
- **Also, pen, pencil, colored pen(s), and a flash drive or an account set up through "the cloud."**

PSY101 Course Description

Focuses on the scientific study of behavior including motivation, emotion, physiological psychology, stress and coping, research methods, consciousness, sensation, perception, learning, and memory. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

Guaranteed Transfer (GT) Pathways Course Statement:

The Colorado Commission on Higher Education has approved PSY101 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the [GT Pathways program](https://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html), go to <https://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

GT-SS3: HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS CONTENT CRITERIA

Students should be able to:

1. Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues

- and characteristics of individuals, groups, communities, or cultures.
2. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
 3. Understand diverse perspectives and groups.

GT-SS3 COMPETENCIES & STUDENT LEARNING OUTCOMES

Competency: Critical Thinking:

Students should be able to:

- 1. Explain an Issue**
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2. Utilize Context**
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one's own and others' assumptions.
- 1. Understand Implications and Make Conclusions**
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Competency: Diversity & Global Learning:

Students should be able to:

- 1. Build Self-Awareness**
 - a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 2. Examine Perspectives**
 - a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 3. Address Diversity**
 - a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

REQUIRED COURSE LEARNING OUTCOMES:

1. Explain the discipline of psychology, its history, and how it is practiced today.
2. Demonstrate the basic rules of research in psychology and be able to evaluate their application.
3. Identify the biological influences on behavior.
4. Explain consciousness and factors that may influence it.
5. Summarize motivation in terms of inborn and learned determinants.
6. Analyze emotion and its relationship to physiology and cognition.
7. Define the principles of sensation and perception.
8. Demonstrate the principles of learning and its application to behavior.
9. Outline memory and forgetting and the application of memory skills to life.
10. Identify the factors involved in stress and effective strategies for management of stress.
11. Write and speak clearly and logically in presentations and essays about topics related to psychology.

12. Demonstrate psychology information literacy by evaluating the validity of information sources in the study of psychology.
13. Analyze, evaluate, and apply written material related to the study of psychology.

TOPICAL OUTLINE:

- A. Introduction to the Discipline
 - i. The Goals of Psychology
 - ii. Professional Roles and Activities
 - iii. History of Discipline
 - iv. Theoretical Perspectives
- B. Research Methods in Psychology
 - i. Basic Research and Statistical Methods
 - ii. Basic vs. Applied Science
 - iii. Evaluation of Psychological Research
 - iv. Ethics in Research
- C. Physiological Psychology
 - i. Genetics
 - ii. Heredity vs. Environmental Influences
 - iii. Endocrine System
 - iv. The Nervous System
- D. Consciousness
 - i. The Nature of Consciousness
 - ii. Sleep and Dreams
 - iii. Altered States of Consciousness
- E. Motivation
 - i. Basic Drives
 - ii. Theories of Motivation
 - iii. Learned Motives
 - iv. Intrinsic and Extrinsic Motives
- F. Emotion
 - i. The Physiology of Emotion
 - ii. Theories of Emotion
 - iii. The Development and Expression of Emotion
 - iv. Cognition and Emotion
- G. Sensation and Perception
 - i. Principles of Sensation
 - ii. The Senses
 - iii. Principles of Perception
- H. Learning
 - i. Classical Conditioning
 - ii. Operant Conditioning
 - iii. Observational Conditioning
 - iv. Cognitive learning
- I. Memory
 - i. Theories of Memory
 - ii. Theories of Forgetting

- iii. The Physiology of Memory
- iv. Memory Disorders
- v. Effective Studying
- J. Stress and Coping
 - i. Physiological Components of Stress
 - ii. Psychological Components of Stress
 - iii. Stress Management

Grading:

Your grade may be viewed under the “Grades” page of D2L. I also carry an Attendance/Gradebook that records your attendance and weekly progress; this is up to date bi-weekly. A= 90%-100%, B= 80%-89%, C= 70%-79%, D= 60%-69%, F= 59% or below. Because of the nature of this class, **attendance and participation** will make up a good portion of a student’s total grade.

Course Policies

Class Schedule:

Note that the Class Schedule states the dates when your preparatory reading is due. There will be some discussion; your participation will be welcomed, if not mandatory. The schedule is tentative; it may change at the discretion of the instructor or the needs of the students in this class. **It will be passed out separately on a colored piece of paper for easy access when needed.**

Cell Phone Use:

Personal cell phone use within my classroom is not acceptable. As you are physically attending a course for the benefit of face to face instruction and interaction with peers, **you are expected to be aware and attentive during class.** At times, a phone can be a useful tool, and may be used to gather information. **If you have the need to use your phone during class for emergency purposes, please leave the room to do so.** If you do use your phone for social media or texting purposes, be expected to be questioned in front of the class if you choose to do so.

Participation includes:

Discussion, extra credit, extra effort where the class as a whole will benefit, volunteering for various tasks or small projects. **It demands for ability of all students to conduct themselves in a reasonable, adult manner with respect for oneself, the instructor and each other.** Please apply this same information to the before mentioned “Cell Phone Use” statement.

Attendance:

All students will be held to the following attendance rules: **Two (2) absences extending for longer than 2 hours will result in one full grade reduction.** Any absence longer than four (4) hours may result in THE FAILURE OF THIS CLASS. There are few exceptions to this rule, e.g., death, debilitating illness or the unpredictability of life with children. A doctor’s excuse is not necessary. **Your performance in class will make a difference. Any effort to remain in class above and beyond these absences may become a specific mutual agreement, but will rest solely on your academic shoulders.** Please evaluate your personal priorities before you request any exception to this rule. Thank you.

Late work:

I will accept late work for one week only. If an assignment is late 1 -4 days, 5% loss of the total grade will be applied; 5 days - 8 days, 10% loss of the total grade will be applied. NO PAPERS WILL BE ACCEPTED AFTER THIS

ONE WEEK GRACE PERIOD. Please, don't even ask.

Class Cancellation/Snow Policy:

This could happen due to bad weather. As I live in the mountains, weather in that location can be vastly different than that in the west side of the city. I will contact you ASAP by email, phone, or both if the class will be cancelled. **I will substitute that class with a lesson on D2L.** You will be instructed to go the D2L site to follow directions there. You may call or email me if you have any questions.

Outside Resources:

If you find yourself struggling with reading, writing, revising, or anything else in this class, please speak with me. I also encourage you to visit the **RRCC Writing Center** for help outside of class. The Writing Center is an invaluable resource for all RRCC students who have questions or concerns about their writing. Writing Center tutors are available to help student writers with writing assignments from any subject area at any stage of the writing process.

Important Dates

STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “[Detailed Student Schedule \(with Drop-Withdrawal Dates\)](https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)” LINK IN THE ROCK, UNDER THE STUDENT TAB (https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)

DROP/Census Date (last day to drop with a refund): Sept 4th

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. If you are considering dropping the class, please talk to your instructor first. If you are on financial aid, you should also consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

Withdraw date (last day to withdraw with a “W”): Nov 12th

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. If you are considering withdrawing from the class, please talk to your instructor first. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

- Deadline for credit/audit changes for 15 week courses: Sept 4th
- Fall session ends Dec 10th
- Grade Due: Dec 15th

STUDENT COMPLAINT PROCESS

If you have a problem with the class, please try to resolve it with me, your instructor, first and foremost. If a meeting does not resolve your issue, or if you do not feel comfortable discussing the matter with me privately, contact Department Chair, Amy Buckingham: Amy.Buckingham@rrcc.edu. If the Chairperson cannot resolve your issue, your next point of contact will be Dean Kelly Circle: Kelly.Circle@rrcc.edu.

OUTSIDE RESOURCES

If you find yourself struggling with reading, writing, revising, or anything else in this class, please speak with me. I also encourage you to visit the Writing Center (at the back of the Library), or the [Online Writing Center](#) for help outside of class.

RRCC has a First Year Experience (FYE) Office and a TRiO Student Support Services Office. RRCC also has counseling services available. See [RRCC Behavioral Health Services](#) for more information.

RRCC Syllabus Insert – REQUIRED and Additional Information

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the “Student Help” pull-down menu.

**GRADES FOR THIS COURSE WILL BE POSTED ON 10/5 & 6/2019
CLASS SCHEDULE**

Please sign and date this agreement to the syllabus to state that you have read and understood the information printed here. This must be copied, printed and turned into your instructor by end of Day 2 of class. Keep this syllabus available; it will be referred to if any discretion arises. Thank you.

Signature

Name (Please Print)

Date

Phone #

Course Schedule PSY101-601 Fall 2019

This schedule is tentative; it may change in order to accommodate the needs of the class as a whole, or by discretion of the instructor. The syllabus is a strong guideline and not written in stone. **Note:** Reading assignments are due on the dates stated, meaning that you need to read and be prepared on that date. **This schedule is subject to change at discretion of the instructor for the benefit the of class. Students will be informed of these changes as soon as possible.**

Date	Topic	Homework/Classwork Assigned
Sept 13	Overview of class. Discussion of Course Syllabus, explanation of assignments.	<i>*none*</i>
	What is psychology? Looking at the main subfields of psychology and their origins.	Read: Chapter 1 The Science of Psychology
	Library/Writing Lab Tour	Read: Chapter 1
	Research Methods in Psychology	Read: Chapter 1
Sept 14	Research Methods Continued: <i>In-class activity: Designing a research project</i>	The Scientific Method
	Ethics in Research <i>Looking at historical studies</i> <i>In-class activity: Conducting a research project</i>	
	Neurons and the Nervous system	Brain Anatomy Assignment
	Video and Discussion: What the Bleep do we know?	Read: Chapter 2 Brain & Behavior
	The Brain: structure and functions	

Date	Topic	Homework/Classwork Assigned
	The Brain: structure and functions, Cont.	Article: Left/Right Hemisphere theory
	The Brain: Structures and Functions of the Brain <i>Field sobriety test</i>	
Sept 18	Reaction Papers (RP) #1 & 2 Due	11:59 pm
Sept 20	Sensation and Perception <i>Ted Talk:</i>	Read: Chapter 3 Sensation and Perception
	Exploring the 5 senses: <i>In class activity</i>	Sensation & Perception
	Gestalt	Group Research Assignment Due
Sept 21	Freud: What he still has to say	Read: Chapter 4 States of Consciousness
	Freud: Brain States and Consciousness (Con't)	Rorschach Testing
	Topic: Behaviorism	Homework/Classwork Assigned
	Learning: Classical Conditioning	Read: Chapter 5 – Learning
	Learning: Classical Conditioning <i>In class activity: Conditioning Classmates</i>	The Behaviorists
	Learning: Operant Conditioning and Observational Learning	Classical Conditioning
	Learning: Operant Conditioning and Observational Learning (Con't)	Operant Conditioning

Date	Topic	Homework/Classwork Assigned
	Assessment and Testing	
Sept 25	Reaction Papers (RP) #3 & 4 Due	11:59 pm
Sept 27	How does memory work? Structures and theories of memory. <i>Ted Talk:</i>	Read: Chapter 6 Memory
	Forgetting and remembering. <i>Pneumonics</i>	In class exercises RP #6 Due
	Motivation: Exploring the theories for human needs and wants.	Read: Chapter 9 Motivation and Emotion
	Maslow's Hierarchy of Needs	Brain Anatomy Assignment Due
Sept 28	Emotion: Erikson	Emotional Intelligence Testing
	Health and Wellness	Reading Assigned Articles
	Stress and coping mechanisms	Stress Assessments FINAL PREPARATION
	Final Review	Questions and Answers
	FINAL directions and expectations	FINAL DUE 10/2 11:59pm