PSY 201 COURSE OUTLINE

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1. **COURSE NUMBER, TITLE and DESCRIPTION:** PSY 201 – Introduction to Psychology

**Description**   
Psychology is the science of behavior. Topics investigated include biological foundations of behavior, learning, child development, sensation and perception, thinking, emotion, motivation, individual differences, personality, frustration and adjustment, abnormal behavior, and techniques of psychotherapy.

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| **Prerequisites** |
| COMPASS reading score of 70; or a "C" or "P" in STSK 96, 98, 99, TSRE 50, 55 or 75. |

**Kellogg Community College General Education Standards:**To promote excellence in achievement and to provide each student a solid foundation of critical thinking, communication, creativity, global awareness, and healthy living skills, students need to take a variety of general education courses in order to earn a KCC degree. This course meets the ‘Health Living’ standards for KCC general education. To learn more about general education requirements, please read the KCC Catalog.

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| **Core Ability – Healthy Living:** *Distinguish between the positive and negative implications of physical, mental, and community health principles on individual and community wellness.* | |
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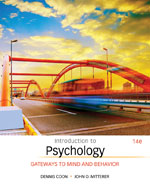
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| **Healthy Living Outcomes:** | | | |
| Identify the relationships between physical and mental health. | |
| Analyze the impact of lifestyle choices on physical and/or mental wellness. | |
| Analyze the influences that impact physical and/or mental wellness. | |
| Analyze the behaviors of a community, its leadership, and the individuals that influence individual and community wellness. | |
| |  |  |  |  | | --- | --- | --- | --- | | **Course Outcomes (Competencies):** | | | | | 1. | Students will become familiar with the mechanistic and chemical aspects of all perception. Students will be able to distinguish between and among adaptation to light, color, audio waves, pressure, taste, touch, and vestibular senses. Students will distinguish the concepts of sensing, attention, thresholds, organization, and perceptual/motor connections | | 2. | Students will discuss and define varying aspects of consciousness including those naturally occurring and drug induced. Sleep disorders will be specified and considered as well as dreaming. Students will be able to differentiate abuse and dependence issues relating to the spectrum of conscious altering drugs | | 3. | Students will define and differentiate the principles of classical and operant conditioning, reinforcement schedules, punishment, cognitive learning, and modeling. Be able to give examples of how they affect who we are and how we behave | | 4. | Students will be able to describe the intricacies of short and long-term memory, skill and fact memory, memory measurement, exceptional memory, forgetting, repression and suppression, and biological and psychological influences on memory formations. | | 5. | Students will learn about the essential elements of thought, language, problem solving, AI, IQ, creativity, and intuition. Some emphasis will be placed on methods for improving thinking | | 6. | Students will identify and differentiate primary, secondary, and sexual drives, stimulus drives, and learned motives. Emotional aspects of life will be studied and recognized from biological and psychological-social-cultural perspectives. Students will be able to distinguish among the various expressions of emotion and how emotional intelligence plays a role in our social lives | | 7. | Students will distinguish and differentiate trait, psychoanalytic, humanistic, learning, and biological theories of personality. Emphasis will be placed on assessment of personality and students will research issues surrounding objective and projective instruments | | 8. | Students will articulate the psychological influences on general health. They will describe lifestyle and stress issues, sources of stress, and psychological defenses. Management of stress will be considered in detail and related to current life circumstances via a stress management plan | | 9. | Students will analyze concepts of normality and abnormality, categories of psychopathology, personality disorders, and specific disorder entities. They will be able to articulate issues of psychiatric labeling, causative factors in mental and emotional disorders, and treatment issues | | 10. | Students will be able to articulate the history of and theoretical thought that has generated various treatment approaches. They will be able differentiate and give examples of biological, psychoanalytic, humanistic, behavioral, cognitive, and group therapeutic procedures | | 11. | Students will interpret human individual behavior and adjustment in group (family, community, school, work) settings. Students will recognize and articulate issues surrounding affiliation and attraction, social influence, obedience, attitudes, prejudice, conflicts, aggression, and prosocial behaviors | | 12. | Students will be able to define the science of psychology, the way its study relates to empiricism and its goals. Some of the pioneer and leading thinkers will be reviewed along with the 5 views of behavior. Students will also identify the different areas of focus in psychology as well as the scientific research methods used to gather information | | 13. | Students will identify the role of the central, peripheral and autonomic nervous systems, be able to relate how nerve cells function and communicate, become familiar with how the brain is measured and imaged, and how the endocrine system influences behavior | | 14. | Students will become familiar with the overview of human development including biological, cognitive, psychosocial/emotional aspects of the entire lifespan. The influences of heredity and environment on these processes are considered | | |

1. **COURSE LEARNING ASSESSMENT:**

Students are expected to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. This will require students to use library resources and to document research with citations, bibliographies, and references as applicable in completing their coursework. However, the Primary Text for the course (see below) has been carefully selected and is expected to be the learner’s primary resource.

In addition to library research, mastery of course concepts may require demonstration of critical thinking, and communication skills by a combination of examinations, papers, assessments, and written assignments.

1. **PRIMARY TEXT:**



**Introduction to Psychology: Gateways to Mind and Behavior, 14th Edition**

Dennis Coon; John O. Mitterer  
ISBN-10: 1-305-09187-6  
ISBN-13: 978-1-305-09187-0

1. **REFERENCES & READINGS:**

See each *Chapter Resource* sheet for specific resources available to the student via InfoTrac (access code available with each text purchase @ www.infotrac-college.com)

1. **ONLINE RESOURCES:**

In addition, the following on-line resources may be of help in completing the assignments and understanding the concepts covered in this course:

On-line Diagnostic and Statistical Manual of Mental Disorders (DSM-5) site: [www.behavenet.com](http://www.behavenet.com)

State of Michigan Mental Health Code: http://www.micourts.gov/mhc

Help with your paper format: [www.apastyle.org](http://www.apastyle.org)

Instructor web site: <http://academic.kellogg.edu/talbots>

Login information for CourseMate: <http://cengage.com>/support/

COURSE SYLLABUS

**COURSE NUMBER/TITLE:** PSY201 – Introduction to Psychology

**PROFESSOR:** Shawn Talbot, Ph.D. **Office Hours:** *Main Campus*

**OFFICE:** A-Building 139 - J Mon. & Wed. 10:30 – 11:30 A & 1:00 – 2:30 P

**PHONE:** 269.965.3931 ext. 2220 *Grahl Campus*

**E-MAIL**: [talbots@kellogg.edu](mailto:talbots@kellogg.edu) Upon Request

**WEB PAGE:** http://academic.kellogg.edu/talbots *Virtual Office:*

Appointments can be made for times Fri. 8:00 – 10:00 A

outside of these hours.

**PERFORMANCE REQUIREMENTS/COURSE GRADE:**

Your grade for this course will be based on mastery of course concepts as demonstrated by successfully completing the performance requirements.

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| --- | --- |
| **Assignment** | **Points Awarded for Assignment** |
| Exams (2 @ 100 pts each) | 200 |
| Research Paper | 100 |
| Quizzes (5 @ 14 pts each) | 70 |
| Course Participation | 30 |
|  |  |
| **TOTAL** | **400** |

At any time, a student can compute his or her approximate letter grade by first dividing the total points he or she has earned by the total points possible. Next, the student can refer to the chart below to locate the percentage and corresponding letter grade.

**KCC Grading Scale:**

A 94 – 100%

A - 90 – 93%

B+ 87 – 89%

B 84 – 86%

B – 80 – 83%

C + 77 – 79%

C 74 – 76%

C – 70 – 73%

D+ 67 – 69%

D 64 – 66%

D- 60 – 63%

F 0 – 59%

**PERFORMANCE REQUIREMENT/GRADING**

Your grade will be based upon both the quality of your written work and the depth of understanding, which you demonstrate in your written assignments. Be sure to follow APA format for citations and references/ reference pages in all of the following:

KELLOGG COMMUNITY COLLEGE AMERICANS WITH DISABILITIES ACT AND SECTION 504 STATEMENT:

Kellogg Community College does not discriminate in the admission or treatment of students on the basis of disability. KCC is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

TESTING FOR COURSE CREDIT: A student may elect to test out of the course. This is done in accordance with college policy. Please see the professor if you are interested in this option.

TUTORING: If any student encounters difficulty during the semester with the course or subject matter, they should contact the professor immediately. Tutoring is available, and every attempt to assist the student in their studies will be made (within reason). Do not postpone requests for assistance. Waiting until the last weeks of class or right before a test is usually too late to be of value.

STUDENT E-MAIL: All KCC students are provided with e-mail accounts through the college server. You will be responsible for checking your KCC e-mail regularly and should be prepared to use KCC e-mail as part of student-college interaction. For e-mail account information, check the web at www.kellogg.edu/email/geninfo

Please note – for this course, you may use any e-mail of your choice, however, all assignments will be returned to the e-mail account from which they were sent.

ASSIGNMENTS

EXAMS (200): Exams will be given at the midpoint of the course and at the end, and will cover the readings, class discussions, lectures, videos and class handouts. Exams will range in length and be composed of true/false, multiple choice, and/or short answer or essay questions. The Final (last) Exam will cover the last section, and is not cumulative. All Make-up Exams are comprehensive essay and the student has 2 school days after they return to class to take the make-up exam or receive a zero for the test. **It is the student’s responsibility to contact the professor to make-up the test.**

QUIZZES (70): There will be five (5) quizzes given (14 pts each). Each quiz will consist of 15 multiple choice questions. There will be no Make-up Quizzes.

RESEARCH PAPER (100):

Each student will be required to hand in a written paper on a chosen topic related to the field of psychology. Explore in depth any topic of your choice related to the field of psychology (i.e. a specific diagnosis, case study, a concept discussed in the text or class). Use current professional literature, (at least 3 references within the last 5 – 7 years) and your text. The paper should include both your findings on the topic as well as your opinion on the topic (what do you believe after completing your research on the chosen topic?) (5-7 pages)

CLASS PARTICIPATION (30): Not only are student’s ideas and opinions beneficial to the course, but necessary in maximizing the total class learning experience. Because of this, participation will be rewarded with up to 30 points. It is expected that each student will take full advantage of this; however, if you have difficulty in this area, please see the professor immediately.

Alternate writing assignment: Students may earn additional points (up to 10) through writing assignments on subjects selected by the professor (available on the professor’s web page). Assignments must be returned by WEEK 12.

LATE ASSIGNMENTS: Although assignments turned in within one week of the due date will be accepted, a minimum of one point per day will be deducted from the final score (unless prior approval from the professor is granted). Assignments turned in beyond one week of the due date will not be accepted. It is the student’s responsibility to verify the professor’s receipt of those materials turned in late or via e-mail.

**Academic Integrity:** All work submitted in each course must be the student’s own. This includes all assignments, papers, and other projects required by the instructor. Although it is understood and encouraged that learners may discuss the information from the course, this discussion should not include the sharing of answers for any test items or assignments. The submission of another person’s work represented as that of the student’s, will result in a failing grade for the work submitted or for the entire course, and may result in academic dismissal. To avoid plagiarism**,** (using another’s words without properly citing the source of the work will be considered plagiarism) **do not “copy/cut and paste**” into any assignments without using quotations marks and citing in APA format the source of the material. **Your work may be submitted to TurnItIn.com for originality confirmation. All work should be that of the learner.**

CLASSROOM CONDUCT:

It is my intention to conduct this class as a COLLEGE course and have therefore put into place a few guidelines to promote the best possible learning environment.

* + - ALL classes are important - so plan to attend
    - Be on time
    - Plan to stay the entire class period
    - Come prepared to contribute
    - Be courteous to others (cell phones, private group discussions etc..)

INCOMPLETE:Students will receive a grade of “I” when illness, unavoidable complications, or extenuating circumstances (acceptable to the instructor) prevent completion of course requirements. Upon completion of the remaining course requirements, the “I” grade will be lifted and the earned grade recorded. To receive the grade of “I” the student must have completed 70% of the requirements. It is the responsibility of the student to contact the instructor for the completion of the remaining courses.

DISCLAIMER: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use. However, this syllabus should not be considered a contract between Kellogg Community College and any student, nor between the instructor and any student. The instructor reserves the right, acting within the policies and procedures of Kellogg Community College, to make changes in course content or instructional techniques without notice or obligation.

**SCHEDULE FOR COURSE COMPLETION:**

Weeks begin on Wednesday READINGS

Week 1 01/18 Introduction and Overview Chapter 1

Psychology and You

Week 2 01/25 Lecture Chapter 2

Week 3 02/01 Quiz 1 – (Ch 1 - 2) Chapter 3

Week 4 02/08 Submit Paper Topics Chapter 4

Week 5 02/15 Paper Topics Returned Chapter 5

Week 6 02/22 Quiz 2 (Ch 3 – 5) Chapter 6

Week 7 03/01 Review for Midterm Chapter 7

Week 8 03/08 Midterm Exam (Ch 1-7) Chapter 8 & 9

Week 9 03/15 Lecture Chapter 10

Week 10 03/22 Quiz 3 (Ch 8 – 10) Chapter 12

Week 11 03/29 Lecture Chapter 13

Week 12 04/12 Quiz 4 (Ch 12 – 13) Extra Credit Due Chapter 14

Week 13 04/19 Papers Due Chapter 15

Week 14 04/26 Quiz 5 (Ch 14 – 15) Chapter 16 + 17

Week 15 05/03 – 05/08 Review for Final & Final Exam

**Last Day of Class – Monday 05/08**