

## INSTRUCTOR: Dr. Shawn Talbot Office Hours: To be scheduled (it is summer) ☺

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# COURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

## PSY 201 - Introduction to Psychology – Grahl

Summer 2017

DESCRIPTION OF COURSE: Psychology is the science of behavior. More accurately we might describe it as an art based on a science. Topics investigated in this course include the biological foundations of behavior, motivation and emotion, consciousness, learning, development, memory, personality, psychological disorders, therapy, health psychology, industrial psychology, and criminal or forensic psychology.

LENGTH: One Semester – 3 credit hours

TEXT: Coon, (2008). *Psychology; A Journey*, 5th ed., Mason, OH. Wadsworth/Cengage/Thomas Learning.

SUPPLEMENTARY MATERIALS: Supplementary materials (study guide) may come packaged with the text. Although they are not required, students may find them of benefit.

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| **CORE ABILITIES** | |
| A. | Distinguish between the positive and negative implications of physical, mental, and community health principles on individual and community wellness. |

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| **GENERAL EDUCATION OUTCOMES** | |
| A. | Identify the relationships between physical and mental health |
| B. | Analyze the impact of lifestyle choices on physical and/or mental wellness |
| C. | Analyze the influences that impact physical and/or mental wellness |
| D. | Analyze the behaviors of the community, its leadership, and the individuals that influence individual and community wellness |

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| **COMPETENCIES** | |
| 1. | 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 five 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 |
| 2. | 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 |
| 3. | 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 |
| 4. | 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 |
| 5. | 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 |
| 6. | 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 |
| 7. | 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 |
| 8. | 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 |
| 9. | 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. |
| 10. | 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 |
| 11. | 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 |
| 12. | 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 |
| 13. | 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 |
| 14. | 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 |

ASSESSMENT OF STUDENT LEARNING:

1. Chapter tests and examinations will address all of the learning outcomes as well as develop reasoning and problem-solving, written communication, honesty, and integrity.
2. Homework assignments will address all the learning outcomes and develop reasoning and problem solving, teamwork, oral and written communication as well as honesty, integrity, computer proficiency and career skills.
3. The group and individual discussions of psychological and scientific terms will address the basics of verbal and nonverbal communication and develop the skills of oral communication.

**INCOMPLETE:** Students will receive a grade of “I” when illness, unavoidable absence, 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.

**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 instructor if you are interested in this option.

**ACADEMIC HONESTY:** **Integrity and honesty are valued within this course. Anyone found cheating on a quiz, test or paper (note: PLAGIARISM is considered cheating) at any time will receive an “F” for the course. This also applies to anyone assisting someone else to cheat.**

**TUTORING:** If any student encounters difficulty during the semester with the course or subject matter, they should contact the instructor 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 may use other personal e-mail accounts if you wish. However, be prepared to receive course e-mails from whatever account you send them. . For e-mail account information, check the web at www.kellogg.edu/email/geninfo

##### **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..)

##### 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, 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 instructor 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.

Article Critique (100):

**Critique of one (1) scholarly or peer reviewed journal article**, e.g., Journal of Social Work, Journal of American Medical Association (JAMA), APA, etc.. (.coms are not scholarly. If you find something on a .org, .edu or .gov web site, it may be acceptable but check with the professor first). Find a scholarly article, read and write a two to four page critique of the article. Be sure that the article critiqued presents an issue surrounding psychology, e.g. personality assessment, conformity, serial murder, bullying etc... Include a summary and your interpretation of the strong and weak points of the article (identifying what the authors did well or in what they could have improved - which should be the majority of the paper) along with your interpretation/ educated or supported opinion of the article findings or conclusions (do you agree/disagree with the author’s conclusions and why – the “why” should go beyond just personal experience or personal beliefs). See the example provided on the course Moodle site. (2-4 pages) If you have trouble finding an article, contact the instructor. Your professor’s web page provides a YouTube video link for finding scholarly articles through the KCC Online Library. I strongly encourage students to watch this. It is not long and will save you much time and effort in, not only this course, but many others.

**Be sure to include a reference page for the article you critique.**

CLASS PARTICIPATION (25): 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 25 points. It is expected that each student will take full advantage of this; however, if you have difficulty in this area, please see the instructor immediately.

Alternate Writing Assignment (10): Students may earn additional points (up to 10) through writing assignments on subjects selected by the instructor (available on the instructor’s web page). Extra-credit assignments must be returned by WEEK 6.

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 instructor 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 instructor’s receipt of those materials turned in late or via e-mail.

**CALENDER & ASSIGNMENTS:**

READINGS

**Week 1 Starts 6/12** Introduction and Overview Chapters 1 & 2

Psychology and You

**Week 2 Starts 6/19** Lecture *Quiz 1* – (Ch 1 - 2) Chapters 3 & 4

**Week 3 Starts 6/26** Submit Paper Topics, *Quiz 2* (Ch 3 – 5) Chapters 5 & 6

**Week 4 Starts 7/03** Paper Topics Returned, Midterm (1 – 7) Chapters 7 & 8

**Week 5** **Starts 7/10** *Quiz 3* (Ch 8 – 10) Chapters 9, 10, 11

**Week 6 Starts 7/17** *Quiz 4* (Personality test 12 - 13) Chapters 12, 13, 14

**Week 7 Starts 7/24** *Quiz 5* (Ch 14 – 15), Review for Final Chapters 15, 16, 17

Final Paper Due

**Week 8 Starts 7/31 Complete any outstanding issues and lectures**

**08/08 Final Exam (Ch 8-17)**

DERIVATION OF STUDENT GRADE:

GRADING SCALE FINAL GRADING SCALE

FOR EACH TEST BASED ON 395 POINTS

A 94 – 100 A 371 – 395

A- 90 – 93 A- 359 – 370

B+ 87 – 89 B+ 348 – 358

B 84 – 86 B 332 – 347

B- 80 – 83 B- 320 – 331

C+ 77 – 79 C+ 308 – 319

C 74 – 76 C 292 – 307

C- 70 – 73 C- 280 – 291

D+ 67 – 69 D+ 269 – 279

D 64 – 66 D 253 – 268

D- 60 – 63 D- 241 – 252

F 59 & below F 240 & below

Mid-Term Exam Final Exam

Quizzes

Paper

Participation