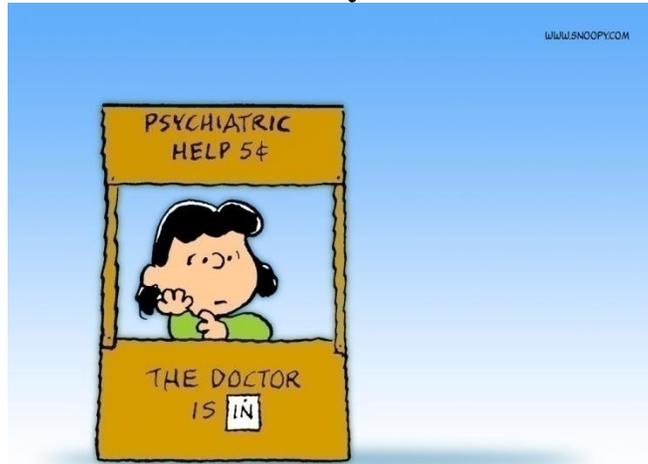


Fall 2016
College of Lake County
Introduction to Psychology-Honors
PSY 121 (Section 650) (Class #2193)
Course Syllabus



Instructor: Dr. Martha Lally

Office: A143

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Email: mlally@clcollinois.edu

*Due to FERPA regulations, confidentiality related to your academic performance requires that I only respond to your CLC student email account.

Office Hours: Monday: 10:00-10:30 am, 12:00-1:00 pm, and 2:00-2:30 pm
Tuesday: 11:30-12:30 pm and 1:00-2:00 pm
Wednesday: 10:00-10:30 am, 12:00-1:00 pm, and 2:00-2:30 pm
Thursday: 11:30-12:30 pm and **1:00-2:00 pm (Library Tutoring Center)**
Friday: 9:00-10:30 am
By Appointment

Course Day and Location:

Tuesday and Thursday: 10:00 a.m.-11:15 a.m.

Room T338

Course Readings:

Course readings will be located in blackboard and will come from a variety of sources including websites, articles and Ted Talks. The following Open Education Textbook can be purchased in the bookstore for \$6.60 (plus tax) or you can choose to view a full pdf copy of the textbook (and each chapter separately) in the blackboard course shell.

Lally, M., & Valentine-French, S. (2016). *Introduction to Psychology* [Adapted from Charles Stangor, *Introduction to Psychology*]. Grayslake, IL: College of Lake County.

Blackboard: Blackboard is an online course management system that will also be utilized in this course. You will be able to access your grades, locate important documents related to the course and find online resources to facilitate your understanding of the course content. If you have never used Blackboard, begin by visiting <http://clc.blackboard.com>. Instructions for using the system, including password information, can be accessed from that page.

Course Description:

This honors level course presents the basic concepts and theoretical perspectives for understanding psychology. The course encompasses factors affecting human behavior and mental processes and includes, but is not limited to, the history of psychology, research methodology, the brain and behavior, learning, memory, cognition, language, intelligence, development, personality, abnormal psychology, therapy and social psychology.

General Learning Outcomes:

- **Critical Thinking**-Students will use scientific methods and other modes of inquiry to define problems; access, evaluate, integrate and document information; and develop logical arguments with evidence.
- **Communication**-Students will present information and ideas effectively in various contexts and formats (written and oral).
- **Technical and Information Literacy:** Students will use contemporary technology and information literacy skills appropriately and effectively to support academic and job-related tasks.
- **Quantitative Literacy**-Students will use appropriate quantitative methods to compute, reason, and solve problems.
- **Social and Cultural Awareness**-Students will evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.
- **Reading**-Students will read critically using appropriate strategies.

Course Learning Objectives:

- Describe the history related to the establishment of psychology as a science and the major psychological perspectives.
- Describe the scientific method, critical thinking, and how hindsight bias affects our judgments.
- Describe research methods and descriptive statistics for studying behavior, including case studies, naturalistic observation, surveys, correlations, and experimentation.
- Describe ethical principles that guide scientific research in psychology.
- Identify the key parts and functions of the nervous system, brain and neuron.
- Define learning and discuss classical conditioning, operant conditioning, and observational learning.
- Explain the Atkinson-Shiffrin model of memory, automatic processing, explicit and implicit memory, encoding, retrieval of information, and why we forget.

- Define cognition and describe concept formation, problem-solving strategies, and decision-making processes.
- Define language, explain the major language theories, and describe the stages of language development.
- Distinguish among the major theories of intelligence and various intelligence tests, and identify individual differences.
- Describe the importance of both nature and nurture in human development.
- Explain the major theories of development, including Erikson, Piaget, Kohlberg and Ainsworth, and stages of development from conception to death.
- Describe the major perspectives on personality including psychoanalytic, humanistic, trait, and social-cognitive views.
- Describe criteria for judging whether behavior is psychologically disordered, the biopsychosocial approach, and the DSM criteria for anxiety disorders, mood disorders, and schizophrenia.
- Distinguish among the various approaches to therapy, including biomedical, psychodynamic, humanistic, behavior, cognitive-behavioral, group, family and an eclectic approach.
- Describe and apply the field of social psychology including the fundamental attribution error, attitude formation, conformity, obedience, social influence, social decision-making, prejudice, aggression, attraction, and altruism.

Course Requirements:

- **Naturalistic Observation:** Naturalistic observations are useful in suggesting hypotheses that can later be tested by other research methods. Review the information on hypotheses and observations located in the course readings section in blackboard. Identify an appropriate area at the college (e.g., cafeteria, library, hallway, lounge, etc.) and spend at least 30 minutes observing the behavior of the college community. Using the criteria explained in the readings, choose one of the methods described and take very descriptive notes. After you have completed your observation, generate **three** hypotheses, supported by your observations, for future research. **The hypotheses should be based on the observations, not generated beforehand.** Additionally, identify the advantages and disadvantages of observational learning. See attached rubric for scoring criteria. The Observational Write-up is worth 10% of the course grade and is due on September 22, 2016.
- **Team Teaching:** Working with a partner, you will teach the class an area of abnormal psychology. Each dyad will be responsible for preparing, presenting and facilitating discussion on the specific disorder chosen. Starting with a general overview, the dyad should provide additional information about the disorder (e.g., treatment, etiology, demographic information, etc.) found in research articles. The dyad can approach the instruction in any way and creativity is encouraged. General information about the disorders can be found at the National Institute of Mental Health (NIMH) website, which is posted in the Web Links section of Blackboard. In addition to the presentation, each member of the

dyad will turn in a paper that will resemble a research study's **Introduction Section**. This section will review the disorder, based in part on the NIMH information, and also include information gathered from the research articles. Approximately four research articles should be included in the **Introduction Section** and the paper should be no more than five pages with one page allocated for the references. Before beginning, read the information for Reviewing the Literature in blackboard. The paper should be written and referenced according to current APA guidelines. See attached rubric and APA guidelines for additional instructions and scoring criteria. **Each member of the dyad is responsible for his or her own paper.** The team teaching and paper are worth 20% of the course grade and the teaching will occur on October 18, 2016 and October 20, 2016. All papers will be due on October 20, 2016 regardless of when you present.

- **Questionnaire Development:** Design your own basic questionnaire using the information located in the course readings section in Blackboard on questionnaire development. Choose any appropriate topic that interests you including, music, movies, politics, social policies, work, school, relationships, etc. **You must clear your topic with me before administering your questionnaire.** Generate two research hypotheses based on your knowledge of the question chosen to survey. Include demographic information (e.g., gender, age, full time vs. part-time student status, married, number of children, etc.). Administer your questionnaire to at least 20 participants, and then tabulate your results using group totals and percentages. Write-up a **Method's Section** by including who were your subjects and the procedure you used to administer the questionnaire (e.g., when, where, how long it took). See handout for descriptions on questionnaire development. Additionally, review the APA Style Paper for information to include. Next, write-up a **Results Section** by listing your findings. For example, 80% of the women and 100% of the parents agreed that the government should provide free child care. Were your hypotheses correct? Lastly, identify what you thought was good about your questionnaire, indicate if there were any drawbacks regarding it, and suggest how you might change your questionnaire if you had to do administer it again. See attached rubric for scoring criteria. The Questionnaire Development is worth 10% of the course grade and is due on November 10, 2016.
- **Final Research Project:** The final research project will be a culmination of many of the previous assignments. Working in a group of four members, you will complete a research study from beginning to end. You will be choosing from among several norm-referenced questionnaires assessing a different aspect of psychology. First, you will need to conduct a literature review of the topic to gather relevant research findings. This information will be placed in the **Introduction Section** of your paper. Second, identify two hypotheses that reflect your research findings and will therefore form the reason for your study. Next, you will administer a research-based questionnaire to a group of subjects and score it according to specific criteria. The questionnaire administration will form the **Procedure Section** of your paper. The questionnaire's results should then be analyzed and stated in the **Results Section**. Lastly, a discussion of the research

findings and implications should follow in the **Discussions Section**. A **Reference Page**, written according to APA guidelines, will complete the paper. One paper will be handed in that represents the group's work. Review the APA Style Guide and handout from *Exploring Research*, for descriptions of the sections and a model of a research manuscript. The research project is worth 20% of the course grade and is due on December 8, 2016.

- **Exams:** Four exams, which will consist of multiple choice, short answer, and essay responses, will be administered during the semester. Each exam is worth 10 percent of the course grade, and therefore 40 percent of the total grade. Students are expected to be present for each exam. Make up exams will be more difficult and scheduled at the College of Lake County Testing Center. Exams will be given on the following days:
 - Exam 1: September 15, 2016
 - Exam 2: October 13, 2016
 - Exam 3: November 15, 2016
 - Exam 4: December 13, 2016 (10:00-11:50)

- **Attendance and Participation:** Students are expected to attend class regularly, arrive on time, and remain for the entire class. Cell phones should be turned off prior to entering the classroom and students should refrain from texting during class time. Students should have completed all the required readings each class and be prepared to discuss the topics. Additionally, students are expected to participate fully in small group activities. Lastly, students are expected to respect whoever is speaking and refrain from unrelated conversations.

Grade Distribution:

A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

Students with Disabilities: If you are a student with a documented disability and need academic accommodations such as extended time for exams, an in-class note taker and/or other special accommodations, please present documentation to the Office for Students with Disabilities in L112 at the Grayslake Campus. To schedule an appointment, please call the Learning Resource Center-telephone (847) 543-2474 or (847) 223-0134 (TTY). If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please schedule a time to meet with me and discuss your needs.

Counseling Services: The College of Lake County Counseling Office offers professional counseling for students who are in crisis or are having personal problems which as a result may affect their academic and career goals. The services of professional counselors are available at three locations on an appointment or drop-in

basis: Grayslake Campus, C110, (847) 543-2060; Lakeshore Campus in Waukegan, N211, (847) 543-2186; Southlake Center in Vernon Hills, V130, (847) 543-6501

Students Rights and Responsibilities: The College of Lake County has adopted the Student Rights and Responsibilities Policy (#403) and a statement of Student Academic Integrity. These may be found in the Student Handbook. Among the violations of academic integrity listed include: Cheating, plagiarism, falsification and fabrication. It is the student’s responsibility to be aware of behaviors that constitute academic dishonesty. The minimum punishment for the first offense for a student found in violation of the standards of academic integrity is failure in the assignment. In addition, a disciplinary record may be established and kept on file in the Office for Student Development.

Title IX Responsibilities: The College of Lake County seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, she or he must notify our college’s Title IX coordinator, Teresa Aguinaldo, about the basic facts of the incident. Teresa Aguinaldo can be reached at Com401@clcillinois.edu or 847-543-2288, and she will assist students with all possible resources both on and off campus.

Withdrawal Policy:

It is your responsibility to withdraw from a class that you no longer wish to attend. Your transcript and the grade for the course may vary depending on the time at which you withdraw or request to withdraw from a course. The table below briefly outlines the actions you must take and the potential outcomes if you decide to withdraw from this course.

If you wish to withdraw:	You must:	What you will see on your transcript:
Prior to the Refund Date 09-08-2016	Withdraw from course via MyStudentCenter	Transcript will not reflect enrollment in the course
Between the Refund Date & the last day to withdraw 11-16-2016	Withdraw from course via MyStudentCenter	A grade of "W" will be recorded on your transcript
Any time after 11-16-2016 , but before completion of the final exam or assignment	Request a withdrawal from your instructor and follow their directions	If you are passing the course and obtain your instructor’s approval: a grade of "W" will be recorded on your transcript <hr/> If you are failing the course: a grade of "FW" will be recorded on your transcript (this has the same impact on your GPA as a grade of “F”)

If you plan to discontinue attending this class anytime during the semester, you must take responsibility for dropping the class. If you are still enrolled in the class after the midterm date you will receive a grade for this class that will impact your Grade Point Average (g.p.a.) unless you take action to withdraw yourself.

Tips for Success:

- Attend class regularly
- Read material prior to class.
- Regularly review class material throughout the semester, not just prior to an exam.
- Academic assistance (writing, test taking skills, time management, tutoring) is provided in the Learning Assistance Center.
- Ask questions if you are unclear, either during class time or my office hours.

Course Schedule

Date	Topic/Activities	Readings	Assignment Due
8/23/16	Introduction, Syllabus Review “What is Psychology?”		
8/25/16	Psychological Theories	*Chapter One *Positive Psychology Article *TED video on Martin Seligman-Link	
8/30/16	Research Methodology	*Chapter Two	
9/1/16	Research Methodology	*Chapter Two	
9/6/16	No Class-Labor Day Holiday		
9/8/16	Neuropsychology-Neurons	*Chapter Three (up to page 93) *Left-Brain, Right Brain *His Brain, Her Brain *Bad mix for the teen brain	
9/13/16	Neuropsychology-Brain	*Same as above	
9/15/16	Exam 1		
9/20/16	Sleep and Dreams	*Chapter Three (pages 93-101)	
9/22/16	Learning Theories	*Chapter Four	Naturalistic Observation
9/27/16	Learning Theories	*Chapter Four	
9/29/16	Memory	*Chapter Five	
10/4/16	Memory	*Chapter Five *Trying to Forget Article	
10/6/16	Intelligence Theories	*Chapter Six (up to page 205) *The General Intelligence Factor Article	

		*A multiplicity of Intelligences Article *What does a smart brain look like? Article	
10/11/16	Intelligence Theories	Same as above	Class Debate
10/13/16	Exam 2		
10/18/16	Abnormal Psychology Team Teaching	*National Institute of Mental Health Links	Team Teaching
10/20/16	Abnormal Psychology Team Teaching	*National Institute of Mental Health Links	Team Teaching
10/25/16	Psychotherapy	*Chapter 11	
10/27/16	Behavioral Genetics, Stages of Development	*Chapter Seven	
11/1/16	Cognitive Development	*Chapter Seven	
11/3/16	Attachment Theory and Erikson's Psychosocial Theory	*Chapter Seven *Adult Attachment Article	
11/8/16	Election Research	*Articles on the Election	
11/10/16	Adolescence and Kohlberg's Theory on Morality	*Chapter Seven	Questionnaire Development
11/15/16	Exam 3		
11/17/16	Language	*Chapter Six (pages 205-214)	
11/22/16	Personality Theory- Psychodynamic	*Chapter Eight	
11/24/16	No Class-Thanksgiving Recess		
11/29/16	Personality Theories-Humanistic and Trait	*Chapter Eight	
12/1/16	Social Psychology-Prejudice and Cognitive Dissonance	*Chapter Nine	
12/6/16	Social Psychology-Aggression, Obedience & Conformity	*Chapter Nine	
12/8/16	Presentations		Research Presentations
12/13/16	Exam 4 (10:00-11:50)		

***This schedule is subject to minor changes depending on the flow of the class.**