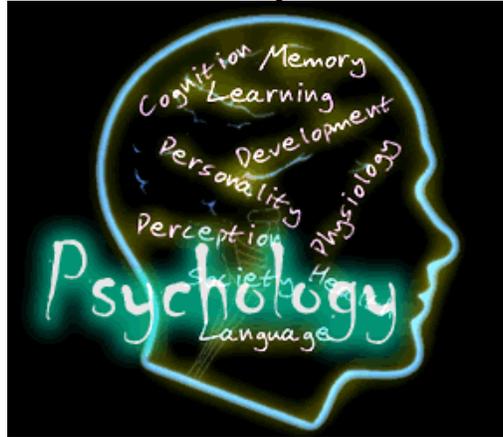


**Fall 2018**  
**College of Lake County**  
**Introduction to Psychology-Honors**  
**PSY 121 (Section 650) (Class #2011)**  
**Course Syllabus**



**Professor: Dr. Martha Lally**

Office: B251

Phone/Voice mail: (847) 543-2544

Email: [mlally@clcollinois.edu](mailto:mlally@clcollinois.edu)

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



**Welcome to class!** I take a special interest in meeting students and helping them improve their skills, so please do not feel intimidated if you have never gone to a professor's office hours. You can come in to talk about the course, study skills, careers, advice for future courses to take, etc. Asking for help is a sign of strength and self-care. Please ask for help early and often! Small problems are easier to cope with, so please do not wait until the end of the semester to ask for help. You can come alone or with a friend. Just come!

Monday: 10:00-10:30 am, **12:00-1:00 pm in the Tutoring Center**

Tuesday: 11:30-12:30 pm and 1:00-2:30 pm

Wednesday: 10:00-10:30 am, 12:00-1:00 pm

Thursday: 11:30-12:30 pm and 1:00-2:30 pm

Friday: 9:00-10:30 am

By Appointment

**Course Day and Location:**

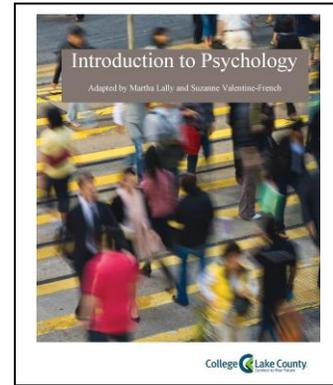
Tuesday and Thursday: 10:00 a.m.-11:15 a.m.

Room P105

### **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. (2018). *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.

### **College of Lake County Learning Outcomes:**

- **Critical Thinking:** Identify issues, define vital questions, and analyze evidence that lead to well-reasoned judgments and conclusions
- **Oral Communication:** Communicate ideas verbally that are well-organized, appropriate to audience and purpose, and use an effective delivery
- **Writing:** Compose well-organized and well-supported texts that are appropriate to audience and purpose and that, when applicable, demonstrate the ability to integrate the ideas of others
- **Reading:** Comprehend a variety of texts in order to enhance understanding of content and make inferences that lead to new insights and ideas
- **Information Literacy:** Find, analyze, and use information in order to answer questions, develop new questions, and create knowledge through ethical participation in learning communities
- **Quantitative Literacy:** Compute, reason, and solve quantitative problems from a wide array of authentic contexts and everyday life situations
- **Technological Competency:** Select and apply contemporary forms of technology to solve problems, compile information, or produce a product

- **Diversity and Social Justice:** Engage with and learn from ideas, beliefs, and behaviors different from one's own. Identify concrete ways to contribute to a fair and just world

### 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 20, 2018.
- **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. Four research articles, in addition to the NIMH website, 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, review the APA model. 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 16, 2018 and October 18, 2018. All papers will be due on October 18, 2018 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 8, 2018.

- **Final Research Project:** The final research project will be a culmination of many of the previous assignments. Working in a group of three 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 Model for descriptions of the sections of a research manuscript. The research project is worth 20% of the course grade and is due on December 6, 2018.
- **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. A student who misses an exam must contact the professor immediately, and it will be at the professor's discretion as to whether a make-up exam will be administered at the College of Lake County Testing Center. Exams will be given on the following days:
  - Exam 1: September 13, 2018
  - Exam 2: October 11, 2018
  - Exam 3: November 13, 2018
  - Exam 4: December 11, 2018 (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, this class will be a safe place for students of all cultures, ethnicities, ages, faiths, genders, and sexual orientation, and all students are expected to treat each other with respect.

**Grade Distribution:**

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

**College of Lake County Student Resources:**

**Tutoring (includes Math and Writing Center)**

Currently enrolled CLC students can use the Tutoring Center, with locations at the Grayslake Campus (1st Floor of the Library), the Lakeshore Campus (S209), and the Southlake Campus (V212). This service is provided through the student fee. Tutors in the Writing Center work with students at any stage of the writing process – from generating ideas to polishing a final draft. The Math Center provides tutoring in mathematics, sciences, and math related courses. The secret to success is knowing when to seek help. Going to the Tutoring Center can help with your success at CLC.

**Counseling and Psychological Services (CAPS)**

Personal/mental health counseling is available at Counseling and Psychological Services (CAPS) in C176 at the Grayslake Campus or call (847) 543-2032. Please note: This location will likely change during the Fall semester. Updates will be sent to the campus community as they are available. For a crisis or emergency outside of regular business hours, please call (847) 543-2032 and press #1 for "Crisis" and follow the prompts. When you reach the operator, ask for an after-hours "CYN" crisis worker to be paged.

**Counseling, Advising, and Transfer Center (CATC)**

The College of Lake County provides services to assist students in making the transition to college life, get oriented to the college environment, and reach their academic and career goals. Student Development Counselors and Advisors are available via the Counseling, Advising and Transfer Center (CATC) at all three campuses: Grayslake, Room A124, (847) 543-2060; Lakeshore, Room N211, (847)543-2186; and Southlake, room V130, (847)543-6502.

**Career and Job Placement Center (CJPC)**

Career and Job Placement Center helps CLC students learn the skills to prepare job search materials (cover letter, resume assistance), find student employment jobs on campus, and job leads, interview successfully, network and find an internship. Career Specialists are available to meet with students individually. Contact 847-543-2059, or stop by the Grayslake Campus, Room A111 to make an appointment to get a jumpstart on your CAREER!

**Office for Students with Disabilities (OSD)**

CLC prohibits discrimination against individuals with disabilities in its services, programs, activities, and employment. The Office of Students with Disabilities (OSD) provides academic accommodation, information and support to students with disabilities. Individuals with disabilities may be afforded the following classroom accommodations, including but not limited to extended time for exams, in-class note-takers, interpreters, and readers. OSD is located in Room B171. Additional information may be obtained by calling the OSD office at (847) 543-2055 or email: [osd@clcillinois.edu](mailto:osd@clcillinois.edu). If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please set a time to meet with me to discuss your needs.

**Safe Zone**

CLC and I are safe allies for LGBTQIA+ people, and this class is a LGBTQIA+ Safe Zone. The CLC LGBTQ+ Resource Center is located in B113 D and can be reached by calling 847-543-2529 or emailing [lgbtqcenter@clcillinois.edu](mailto:lgbtqcenter@clcillinois.edu).

**College of Lake County Policies:**

**Religious Observance**

The College of Lake County accommodates individual students' religious observances in regard to admissions, class attendance, scheduling of examinations, and work. To request accommodation, students who expect to miss classes, examination, or other assignments as a consequence of their religious observance should provide me advance notice of the date or dates they will be absent.

**Student Rights and Responsibilities Policy (SRRP)**

The Student Rights and Responsibilities Policy (SRRP) and associated procedures describe students' rights and responsibilities, as well as examples of misconduct inconsistent with the academic environment at CLC. **Any instance of cheating or plagiarism will result in a failure of the assignment and the completion of a discipline referral to Student Development.** For more information, refer to the Student Rights and Responsibilities Procedures.

**Title IX**

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 about the basic facts of the incident. For more information about your options at CLC, refer to Title IX Procedures. You can also contact Teresa Aguinaldo, Title IX Coordinator at [com401@clcollinois.edu](mailto:com401@clcollinois.edu) or by calling (847) 543-2288.

**Non-Discrimination** The College of Lake County is committed to maintaining an environment free from harassment and discrimination for everyone and does not discriminate on the basis of race, sex, national origin, religion, sexual orientation, gender identity or expression, or any other protected status. Further, the College does not discriminate on the basis of sex in any educational, employment, or extracurricular activity.

### **Withdrawal Policy:**

If you plan to discontinue attending your class anytime during the semester, you are responsible for officially dropping the class online. Grades of W will only be assigned to students who drop themselves. Tuition and fee refunds will be issued to eligible students based upon the effective date of withdrawal, which is recorded in the system at the time the student drops the class.

Instructors are required to report noticeable non-attendance of students. If you discontinue attending class and are dropped by the institution, the following grades will be assigned:

WN – Withdrawal of students who never attended – no impact on GPA

WS – Withdrawal of students who stopped attending – no impact on GPA

FW – Withdrawal of student who stopped attending after the official withdrawal deadline (68%) and instructor deems failing - impact on GPA is equivalent to a grade of F.

- **Last day to Withdraw from class with Refund and No Grade and without the instructor's permission is 9/6/18.**
- **Last date to Withdraw with Grade is 11/14/18.**

**In order to withdraw from this class after this date, the student must have a passing grade at the time the student is requesting a withdrawal from the instructor. The instructor will then withdraw the student.**

### **Tips for Success:**

- Attend class regularly and ask questions if you are unclear.
- 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.

## Course Schedule

<b>Date</b>	<b>Topic/Activities</b>	<b>Readings</b>	<b>Assignment Due</b>
8/21/18	Introduction, Syllabus Review “What is Psychology?”		
8/23/18	Psychological Theories	*Chapter One *Positive Psychology Article *TED video on Martin Seligman *Strengths Assessment Link	
8/28/18	Research Methodology	*Chapter Two and Observations & Questionnaire Reading	
8/30/18	Research Methodology	*Chapter Two	
9/4/18	<b>No Class-Labor Day Holiday</b>		
9/6/18	Neuropsychology-Neurons	*Chapter Three (up to page 91) *Left-Brain, Right Brain *His Brain, Her Brain *Bad mix for the teen brain	
9/11/18	Neuropsychology-Brain	*Same as above	
9/13/18	<b>Exam 1</b>		
9/18/18	Sleep and Dreams	*Chapter Three (pages 92-100)	
9/20/18	Learning Theories	*Chapter Four	Naturalistic Observation
9/25/18	Learning Theories	*Chapter Four	
9/27/18	Memory	*Chapter Five	
10/2/18	Memory	*Chapter Five *Trying to Forget Article	
10/4/18	Intelligence Theories	*Chapter Six (up to page 193) *The General Intelligence Factor Article *A multiplicity of Intelligences Article *What does a smart brain look like? Article	
10/9/18	Intelligence Theories	Same as above	Class Debate
10/11/18	<b>Exam 2</b>		
10/16/18	Abnormal Psychology Team Teaching	*National Institute of Mental Health Links	Team Teaching

10/18/18	Abnormal Psychology Team Teaching	*National Institute of Mental Health Links	Team Teaching
10/23/18	Psychotherapy	*Chapter Eleven	
10/25/18	Behavioral Genetics,	*Chapter Seven	
10/30/18	Cognitive Development	*Chapter Seven	
11/1/18	Attachment Theory and Erikson's Psychosocial Theory	*Chapter Seven *Adult Attachment Article	
11/6/18	Kohlberg's Theory on Morality	*Chapter Seven	
11/8/18	Developmental Stages	*Chapter Seven	Questionnaire Development
11/13/18	<b>Exam 3</b>		
11/15/18	Language	*Chapter Six (pages 194-202)	
11/20/18	Personality Theories	*Chapter Eight	
11/22/18	<b>No Class-Thanksgiving Recess</b>		
11/27/18	Personality Theories-Humanistic and Trait	*Chapter Eight	
11/29/18	Social Psychology-Prejudice and Cognitive Dissonance	*Chapter Nine	
12/4/18	Social Psychology-Aggression, Obedience & Conformity	*Chapter Nine	
12/6/18	Presentations		Research Presentations
12/11/18	<b>Exam 4 (10:00-11:50)</b>		

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