

Spring 2018 Gavilan College Social Science Department (Psychology)
PSYC 10: Introduction to Psychology, Th 6:00 p.m. to 9:10 p.m. (40360), MHG 10, 3 Units
Please review the syllabus regularly to maintain awareness of course expectations
Students are held responsible for any announcements or changes made
during class time whether present, late, or absent
No procrastination allowed

INSTRUCTOR: Carlton H. Oler, Ph.D., HSP, MAC, CAODC-A, BCPC, Licensed Psychologist (PSY 20356)

OFFICE/PHONE/EMAIL: SS 107. Office hours: Monday and Wednesday (11:15 a.m. to 12:45 p.m. and 2:25 p.m. to 3:25 p.m.); (408) 852-2808; coler@gavilan.edu. My webpage can be found on the Gavilan College website under “Personnel Directory” or search “hgh.gavilan.edu/coler.”

BOOKS: Required: Morris, C.G., and Maisto, A.A. (2016). *Understanding psychology (11th ed.)*. Upper Saddle River, NJ: Pearson. **Optional (not required):** Oler, C.H. (2013). *Coping with stress for academic success: 24 strategies to get the most out of your educational experience—to maximize your academic success* (available at the Gavilan College Bookstore or from Amazon).

COURSE DESCRIPTION: The nature, scope, methods, presuppositions, history, and fields of psychology together with the scientific study of factors influencing human behavior, human development, perception, learning, memory, emotion, personality, frustration, and psychotherapy. Advisory: Eligible for English 250 and English 260.

ADA ACCOMMODATION STATEMENT: Students requiring special services or arrangements because of hearing, visual, or other disability should contact the Accessible Education Center (AEC), their counselor, or their instructor.

OCCUPATIONAL/VOCATIONAL STATEMENT: Occupational/Vocational students – Limited English language skills will not be a barrier to admittance to and participation in Vocational Education Programs.

STUDENT HONESTY POLICY REFERENCE STATEMENT: Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action which may include recommendation for dismissal.

TEACHING STRATEGIES: Lectures, audio-visual aids, small group work, discussions, critical thinking questions, end of chapter quizzes, examinations, research paper, and demonstrations. Additional strategies may be utilized to help students’ better grasp the subject matter.

COURSE LEARNING OUTCOMES

1. To recognize psychology as the science that systematically studies observable behavior and its relationship to unseen mental processes and events in the environment.
2. To define basic psychological terms, concepts, and theories.
3. To identify the nature and operations of behavioral patterns.
4. To apply psychological terms, concepts and theories to personal, interpersonal and professional functioning.
5. To describe the role of the APA Ethics Code in the field of psychology.
6. To explain the importance of addressing diversity issues in the field of psychology.

MAJOR CONTENT TOPICS

1. The Science of Psychology
11. Stress and Health Psychology
4. States of Consciousness
3. Sensation and Perception
8. Motivation and Emotion
2. The Biological Basis of Behavior
5. Learning
6. Memory
7. Cognition and Mental Abilities
9. Life-Span Development
10. Personality
12. Psychological Disorders
13. Therapies
14. Social Psychology

COURSE REQUIREMENTS

Attendance/Assignment Completion: Because this class meets **only** once a week, it's very important to be on time for class and stay the full time. Only **one** absence is allowed. If class is missed a second time, the student will be withdrawn from the course. If you can't attend class according to the **COURSE SCHEDULE** because of job or family responsibilities, vacation plans, medical issues (a doctor's note doesn't automatically excuse an absence), etc., you shouldn't take this class. If a student misses three assignments (CTQs, exam, self-improvement paper, or has one absence and misses two assignments), she or he will be withdrawn from the course. If the missing of one class or assignments totaling three occurs after the class drop deadline, the student will be docked one letter grade for each additional class or assignment missed (**seriousness** about a course is shown by regular attendance and completion of assignments). If you stop coming to class, remember to drop it, otherwise a failing grade must be submitted. Avoid being absent or tardy on exam days or when assignments are due. **All assignments must be turned in by you in person before roll call is completed (and stapled if necessary) to be accepted.** Lack of a textbook isn't an acceptable excuse for not turning in assignments on time. If you come to class after roll call, see me ASAP so that I can mark you as present. Students' with **perfect attendance** (never absent, tardy, or leave early from the first day of class) **will receive a half grade boost to their final grade.** Keep track of your attendance.

Classroom Etiquette/Participation: No technology is permitted in class (e.g., cellphones, laptops, iPads, recording devices) unless deemed necessary by the AEC. If bringing technology to class will tempt you to pull it out, leave it elsewhere (any student observed using technology during class time will be dismissed for the day, and no longer be allowed to bring that technology to class). Nothing but paper and a pen or pencil is allowed on your desks, and nothing can be in your laps. When your name is called during roll call, raise your hand **high** and shout "here" so I can be sure to mark you as present. Respect others' beliefs, feelings, etc. in class—just as you would like others to do for you. Avoid self-disclosing or asking how to handle personal problems in class or in my office. **Student success tools:** Student Health 101 (online magazine) and Not-Anymore.com (interactive online program on ways to prevent relationship violence (both can be accessed through MyGav), and Kognito.com (online avatar program on improving your skills in helping friends with challenges). No eating or drinking (except water) is permitted in class. Unfortunately, no visitors to this class can be allowed. Come prepared to participate in order to maximize learning (speak clearly and loud enough to be understood). **No** talking or passing notes between students is allowed during class time (if done, the students will be dismissed for the rest of that class, and if done during an exam, the students will also receive an "F" on that exam). If you have a comment or question, raise your hand (don't blurt out). Be sure to **pick up** your homework at the beginning of class or it will be left out until you pick it up. Take care of any bathroom or other needs **before** class as students' exiting and reentering class disrupts lecture focus. **Students with regular quality class participation (don't overdo it) will have five points added to their lowest exam score.**

Critical Thinking Questions (CTQs): Students must type an answer to a CTQ for each of the 14 chapters. The CTQs will be posted on my website at least a week before they're due. **Steps to typing strong CTQ answers:** (1) **each** CTQ answer should be typed on a separate sheet of paper, single-spaced, and typed in Times New Roman 12-font, (2) when more than one CTQ answer is due, **staple** them all together, (3) read the CTQ

Example Answer on my website, (4) read the CTQs carefully and the chapter the CTQs come from, (5) take time to think about and formulate your CTQ answers, (6) type at least half a page (one page max), (7) type detailed answers that directly and specifically answer the CTQ, include in your answers what you think (not only what the book says), and give the answer only—don't repeat the CTQ, (8) don't wait until the last minute to do the CTQs—have them printed out and ready to turn in the night before they're due, and (9) check your CTQs answers before you turn them in to make certain that you've followed the instructions. CTQ answers can't be turned in early or many at a time (unless several are due according to the Course Schedule).

Self-Improvement Paper: Each student must type a 5-7 page **original** paper describing their attempt to master 1-2 of the “Strategies for Academic Success” found on my website. Specifically, the paper must describe (1) the strategy(ies) for academic success you plan to work towards and why—**bold** the title of the academic success strategy(ies), (2) your goals to achieve the strategy(ies) for academic success—make sure that your goals are specific, realistic, and relate directly to your strategy(ies) for academic success, (3) what you did (your plan) to achieve the strategy for academic success—be specific and write in the present tense, (4) the obstacles encountered in implementing what you did (your plan) to achieve the academic success strategy(ies) and how you addressed them, (5) the progress made towards your goals, (6) your future plans (where you plan to go from here) relative to the strategy(ies) for academic success you worked towards, and (7) what you learned about yourself and others from completing this paper. The pages should be numbered in the upper right-hand corner, typed in Times New Roman 12-font, paragraphs indented, 1.5 space between sentences and the seven headings (sections), 1.5 inch margin on the left and 1 inch on the right, 1 inch margins at the top and bottom of each page, and justified right margin. **Follow** the “Outline for the 5-7 Page Self-Improvement Paper” below and the Example PSYC 10 Self-Improvement Paper on my website (don't copy from this example). **Start working** on this paper **right after** the Strategies for Academic Success on my website are covered.

METHODS OF EVALUATION—keep track of your points and grades

Examinations: Exam 1 will cover chapters 1, 11, 4 and 3, exam 2: chapters 8, 2, 5, 6, and 7, and the final exam (Thursday, May 24 from 6:00 p.m. to 8:00 p.m.): chapters 9, 10, 12, 13 and 14. If you can't take the exams as scheduled, avoid enrolling in this class. If late for any exam (after 6:00 p.m. for exam's 1, 2, and the final), that exam can't be taken. Exams will include a combination of short answer, essay, multiple choice and true and false items from the lecture notes, CTQs, and discussions. **Start studying for the exams when you first receive notes for an exam so that cramming and stressing out can be avoided, and learning and grade satisfaction are maximized. I strongly recommend flash cards to study from.** Bring a large (11” x 8.5”) green book and ink pen to each exam. Leaving the class during exam time isn't allowed (if you must leave, your exam must be turned in as done). **No** make-up exams are available.

Grading System:

Exam 1 (100 pts.) -----	20%
Exam 2 (100 pts.) -----	20%
Final Exam (100 pts.) -----	25%
Critical Thinking Questions (100 pts./7 pts. each CTQ) -----	20%
Self-Improvement Paper (<u>100 pts.</u>) -----	<u>15%</u>
500 pts. total	100%

Exams/CTQs/Self-Improvement Paper:

A = 90%-100% (90 pts. up)	B- = 79% (79-79.9 pts.)
A- = 89% (89-89.9 pts.)	C+ = 77%-78% (77-78.9 pts.)
B+ = 87%-88% (87-88.9 pts.)	C = 70%-76% (70-76.9 pts.)
B = 80%-86% (80-86.9 pts.)	D = 60%-69% (60-69.9 pts.)
	F = 59% and down (59.9 pts. and below)

COURSE SCHEDULE

Week 1, Class Overview

2/1 (Th) Review of the Syllabus and Strategies for Academic Success

Week 2, The Science of Psychology

2/8 (Th) **Chapter 1 CTQ answer due**; what psychology is, fields/careers in psychology, perspectives in psychology, human diversity in psychology, research methods in psychology, ethics in psychology research and psychotherapy

Week 3, Stress and Health Psychology

2/15 (Th) **Chapter 11 CTQ answer due**; what stress is, sources/causes of stress, how stress affects health, coping with stress

Week 4, States of Consciousness; Sensation and Perception

2/22 (Th) **Chapter 4 and 3 CTQ answers due**; what consciousness is, states of consciousness, daydreaming and fantasizing, sleep, sleep-wake disorders, dreaming, drug-altered consciousness, meditation and hypnosis, sensation, perception, the five senses

Week 5, Motivation and Emotion

3/1 (Th) **Exam 1** (Chapters 1, 11, 4, 3); **Chapter 8 CTQ answer due**; what motivation is, perspectives on motivation, hunger, sex, emotion—what it is, theories of emotion

Week 6, The Biological Basis of Behavior; Learning

3/8 (Th) **Chapter 2 and 5 CTQ answers due**; neurons, the central and peripheral nervous systems, endocrine system, genetics, what classical conditioning is, phobias, what operant conditioning is, observational/vicarious learning theory

Week 7, Memory; Cognition and Mental Abilities

3/15 (Th) **Chapter 6 and 7 CTQ answers due**; types of memory, causes of memory loss/forgetting, cognition, language, problem solving, intelligence, creativity

Week 8, Life-Span Development

3/22 (Th) **Exam 2** (Chapters 8, 2, 5, 6, 7); **Chapter 9 CTQ answer due**; what life-span development is, prenatal development, the newborn, infancy, childhood

Week 9, Life-Span Development (continued)

3/29 (Th) Adolescence, adulthood, late adulthood

Week 10, No Class

4/2-4/8 **Spring Break**

Week 11, Personality

4/12 (Th) **Chapter 10 CTQ answer due**; what personality is, psychodynamic theories' humanistic, trait and cognitive-social learning theories

Week 12, Personality (continued)

4/19 (Th) **Self-Improvement Paper due**; personality assessment

Week 13, Psychological Disorders

4/26 (Th) **Chapter 12 CTQ answer due**; perspectives on psychological disorders, depressive and anxiety disorders

Week 14, Psychological Disorders (continued)

5/3 (Th) Somatic symptom, dissociative, sexual, gender-identity, personality and schizophrenia spectrum disorders, gender and cultural differences in psychological disorders

Week 15, Therapies

5/10 (Th) **Chapter 13 and 14 CTQ answers due**; what psychotherapy is, insight, behavior, cognitive and group therapies, biological therapies, client diversity and treatment

Week 16, Social Psychology

5/17 (Th) What social psychology is, social cognition, attitudes, social influence, social action

Week 17, Final Exams Week

5/24 (Th) **Final Exam—6:00 p.m. to 8:00 p.m.** (Chapters 9, 10, 12, 13, 14)

The purpose of faculty office hours: (1) to meet with students as briefly as possible (*to make time for other students*) regarding matters directly related to the class, and (2) for faculty to complete work relative to their job description (e.g., developing lectures, assignments and exams, grading assignments and exams, working on projects for the College, making important phone calls). Unfortunately, I cannot meet with students for counseling because that would be a dual relationship which is unethical. However, if you need counseling about an issue relative to yourself or others, please review the **student success tools** above, and/or send me an e-mail, and I will forward you a Counseling Referral List.

OUTLINE FOR THE 5-7 PAGE SELF-IMPROVEMENT PAPER

Self-Improvement Paper
Your Name
PSYC 10 Th 6:00 p.m. to 9:10 p.m.

The Strategy(ies) for Academic Success I Plan to Work Towards and Why

My Goals to Achieve the Strategy(ies) for Academic Success

What I did (my plan) to Achieve the Strategy(ies) for Academic Success

The Obstacles Encountered in Implementing What I Did (my plan) to Achieve the Academic Success Strategy(ies) and How I Addressed Them

The Progress I Made Towards My Goals

My Future Plans (where I intend to go from here) Relative to the Strategy(ies) for Academic Success I Worked Towards

What I Learned About Myself and Others (if applicable) from Completing this Paper