

**Spring 2019 Gavilan College Social Science Department (Psychology)**  
**PSYC 10: Introduction to Psychology, Th 6:00 p.m. to 9:10 p.m. (40601), 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 “hhh.gavilan.edu/coler.”

**BOOKS: Required:** Morris, C.G., and Maisto, A.A. (2016). *Understanding psychology (11<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson. **Optional (not required):** Oler, C.H. (2012)—updated June 2018. *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, chapter quizzes, examinations, self-improvement 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**

**Classroom Etiquette/Participation:** No use of 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, no longer be allowed to bring that technology to class, and lose their half grade boost). Nothing but paper and a pen/pencil is allowed on your desks, and nothing can be in your laps. 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, in my office, or over the phone. **Take detailed notes from the lectures and Power Point slides because they're examinable material. Student success tools:** Student Health 101 (online magazine) and NotAnymore.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. No visitors can be allowed. Sit close to the front and center of the class (not on the back rows or far sides unless the class is full) and come prepared to participate in order to maximize learning (speak clearly and audibly enough to be understood). **No** talking or passing notes between students is allowed during class (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). Take care of any bathroom or other needs before class as students' exiting and reentering class disrupts lecture focus. If absent from a class, get the missed lecture notes from a fellow student. **Students with regular quality class participation (don't overdo it) will have five points added to their lowest exam score** (except the final exam).

**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. If class is missed again, the student will be withdrawn from the course. If you can't attend class according to the **COURSE SCHEDULE** below because of job or family responsibilities, vacation plans, medical issues (a doctor's note doesn't automatically excuse an absence), etc., it's probably not a good idea to take this class. If a student misses three assignments, quizzes, or assignments (CQs, exam, or has one absence and misses two assignments), she or he will be withdrawn from the course (once withdrawn, a student can no longer attend class). If the missing of classes, quizzes, or assignments totaling three occurs after the class drop deadline, the student will be docked one letter grade for each additional assignment or class missed (**seriousness about a course is shown by regular attendance, taking of quizzes and exams, and completion of assignments**). If you stop coming to class, drop it, otherwise a failing grade must be submitted. Avoid being absent or tardy on quiz or exam days, or when assignments are due. **No excuses will be accepted for turning in an assignment late (after roll call). Students late for class (after roll call) are not eligible to take the CQs** (see CQs section below). Lack of a textbook isn't an acceptable excuse for not taking the CQs. 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. If you come to class after roll call, see me ASAP so that I can mark you as present. Proper spelling, grammar, sentence clarity, etc. is expected in all assignments (and will be used in grading). Students' with **perfect attendance** (never absent, tardy, leave early, or exit class during class time from the first day of class—no exceptions) **will receive a half grade boost to their final grade**. Keep track of your attendance.

**Chapter Quizzes (CQs):** Students must write an answer to a CQ for each of the 14 chapters. The CQs will be given following roll call according to the **COURSE SCHEDULE** below. **Steps to typing strong CQ answers:** (1) read each chapter in the textbook thoroughly (2) read the CQ carefully, (3) write detailed CQ answers that directly and specifically answer the CQ, and include in your answer what you think (not only what the book says), (4) write your CQ answer legibly—if I can't read it, I can't grade it, and (5) check your CQ answer before time is up or you put your pen down to make certain that you've answered the CQ fully.

**METHODS OF EVALUATION**—keep track of your points/grades by writing them down on your syllabus!  
**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 23 from 6:00 p.m. to 8:00 p.m.): chapters 9, 10, 12, 13 and 14. If you can't take the quizzes or exams as scheduled, avoid enrolling in this class. If late for a chapter quiz or exam (after 6:00 p.m. for all quizzes and exam's 1 and 2, and the final), that quiz or exam can't be taken. Chapter quizzes will include short answer from the textbook. Exams will include a combination of short answer, essay, multiple choice and/or true and false items from the lecture notes, textbook, and class discussions. **Start studying for 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 11" x 8.5" lined sheet of paper for each CQ and a large (11" x 8.5") green book (purchase three **now**) and ink pen to each quiz and exam (write your name and the class you're in at the top of the lined sheet of paper and in the center of the green book). Leaving the class during quiz or exam time isn't allowed (if you must leave, your quiz or exam must be turned in as done). **No** make-up quizzes or exams are available.

**Grading System:**

Exam 1 (100 pts.) -----	25%
Exam 2 (100 pts.) -----	25%
Final Exam (100 pts.) -----	30%
Chapter Quizzes (100 pts./7 pts. each CQ) -----	20%
400 pts. total	100%

**Exams/CQs:**

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**

1/31 (Th) Review of the Syllabus and Strategies for Academic Success

**Week 2, The Science of Psychology**

2/7 (Th) **CQ 1;** 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**

2/14 (Th) **CQ 11**; what stress is, sources/causes of stress, how stress affects health, coping with stress

### **Week 4, States of Consciousness; Sensation and Perception**

2/21 (Th) **CQs 4 and 3**; 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**

2/28 (Th) **Exam 1** (Chapters 1, 11, 4, 3); **CQ 8**; what motivation is, perspectives on motivation, hunger, sex, emotion—what it is, theories of emotion

### **Week 6, The Biological Basis of Behavior; Learning**

3/7 (Th) **CQs 2 and 5**; 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**

3/14 (Th) **CQs 6 and 7**; types of memory, causes of memory loss/forgetting, cognition, language, problem solving, intelligence, creativity

### **Week 8, Life-Span Development**

3/21 (Th) **Exam 2** (Chapters 8, 2, 5, 6, 7); **CQ 9**; what life-span development is, prenatal development, the newborn, infancy, childhood

### **Week 9, Life-Span Development (continued)**

3/28 (Th) Adolescence, adulthood, late adulthood

### **Week 10, No Class**

4/1-4/7 **Spring Break**

### **Week 11, Personality**

4/11 (Th) **CQ 10**; what personality is, psychodynamic theories' humanistic, trait and cognitive-social learning theories

### **Week 12, Personality (continued)**

4/18 (Th) Personality assessment

**Week 13, Psychological Disorders**

4/25 (Th) **CQ 12**; perspectives on psychological disorders, depressive and anxiety disorders

**Week 14, Psychological Disorders (continued)**

5/2 (Th) Somatic symptom, dissociative, sexual, gender-identity, personality and schizophrenia spectrum disorders, gender and cultural differences in psychological disorders

**Week 15, Therapies**

5/9 (Th) **CQs 13 and 14**; what psychotherapy is, insight, behavior, cognitive and group therapies, biological therapies, client diversity and treatment

**Week 16, Social Psychology**

5/16 (Th) What social psychology is, social cognition, attitudes, social influence, social action

**Week 17, Final Exams Week**

5/23 (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 **course-related** matters, and (2) for faculty to complete work relative to their job description (e.g., developing lectures, assignments and exams, grading, working on projects for the College, making phone calls). I cannot meet with students for counseling because it would be unethical to be both your instructor and psychologist (multiple relationships). 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.