

School of Arts, Humanities, and Social Sciences

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SEMESTER: Fall

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

PSY 2012 INTRODUCTION TO PSYCHOLOGY (3 CREDITS)

This course is designed to give all students an introduction to psychology as a science and an understanding of psychology's applications to everyday life. The general models and methods psychology uses will be explored as well as the factors which influence human behavior, including physiology, genetics, sensation, perception, learning, memory cognition, emotions, motives, personality, abnormal behavior, and social interaction.

II. PREREQUISITES FOR THIS COURSE:

None

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- An overview of the field of psychology
- Psychological research and ethics
- Biology of behavior
- Sensation and perception
- Consciousness
- Learning and memory
- Thinking, language and intelligence
- Development through the lifespan
- Motivation and emotion
- Health and stress
- Personality
- Disorders and therapy
- Social psychology

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
Explain and apply the fundamental theoretical perspectives in psychology.	Successful completion of a group exercise or writing assignment.	COM
Analyze the methods of investigation used by psychologists, including case histories, surveys, naturalistic observation, correlation, and experimentation.	Successful completion of any or all of the following: tests, quizzes, or practice exercises.	QR
Describe the fundamentals underlying the biological basis of behavior, including information on the neuron, brain, and brain study methods.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Explain the fundamentals of sensation and perception, both from a physical and psychosocial level.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Interpret the constructs of consciousness, sleep, dreams, drugs, hypnosis, and meditation.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Analyze the basic facts regarding conditioning, and hypothesize how	Successful completion of any or all of the following: tests,	GSR

prejudices evolve.	quizzes, or group exercises.	
Interrelate the concepts of cognition, language, and intelligence	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Compare theories of motivation and emotion.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Identify and explain personality and development theories.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Analyze how stress and health relate to behaviors.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT
Categorize psychological disorders, and summarize therapeutic approaches.	Successful completion of any or all of the following: tests, quizzes, or group exercises.	CT

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

VI. REQUIREMENTS FOR THE STUDENTS:

To receive credit for each course, students must earn the letter grade *of ‘C’ or better* in the course, conduct university level research, and pass the final exam in December and May. Students must meet required standards to participate in dual enrollment courses. These include: GPA: Sophomores 3.5, Juniors/Seniors 3.0, and students must earn the required PERT/ACT/SAT test scores.

VII. ATTENDANCE POLICY:

Nine absences in a single semester will result in credit denial procedures.

VIII. GRADING POLICY:

The following indicates the grade scale. Tests are 35% of your final grade, research paper 35% and assignments 30%.

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.”)

IX. REQUIRED COURSE MATERIALS:

Huffman, K. and Sanderson, C. (2013). *Real world psychology*. Hoboken, NJ: Wiley.

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources include assorted video clips related to psychology and assorted journal articles and case studies.

XI. CLASS SCHEDULE:

Unit 1 – Introduction and Research methods
Pages 4-33

- Introduction to Psychology
- Careers in Psychology
- Scientific Method/Research
- Ethics

Unit 2 – Neuroscience and Biological Foundations
Pages 36-65

- Neuroscience
- Genetics
- Evolutionary Psychology
- Neurons, CNS,PNS, the Brain

Unit 3 – Stress and Health Psychology
Pages 68-89

- Stress and illness
- Cardiovascular, PTSD
- Stress Management

Unit 4 – Sensation and Perception
Pages 92-121

- Processing, psychophysics, sensory
- Vision/hearing, smell/taste
- Understanding perception

Unit 5 – States of Consciousness
Pages 124-149

- Sleep/dreaming, stages of sleep
- Sleep deprivation/disorders
- Drugs, meditation/hypnosis

Unit 6 – Learning
Pages 152-177

- Classical conditioning, principles
- Operant conditioning
- Cognitive-social learning, neuroscience

Unit 7 – Memory
Pages 180-205

- Types of memory
- Forgetting
- Biological bases of memory
- Memory distortions

Unit 8 – Thinking, Language & Intelligence
Pages 208-235

- Thinking, cognition, problem solving
- Language and thought
- Intelligence
- Nature v. Nurture

Unit 9 – Life Span Development
Pages 238-271

Unit 10 – Motivation and Emotion
Pages 274-299

- Studying development - Various theories of motivation
- Physical development stages - Motivation and behavior
- Cognitive development stages - Components/theories of emotion
- Social-emotional development - The polygraph as a lie detector

Unit 11 – Personality

Pages 302-331

- Psychoanalytic/psychodynamic theories
- Trait theories
- Humanistic theories
- Social-cognitive theories
- Biological theories
- Personality assessment

Unit 12 – Psychological Disorders

Pages 334-365

- Studying psychological disorders
- Anxiety disorders
- Depressive and bipolar disorders
- Schizophrenia
- Other disorders (OCD, dissociative, etc)
- Gender and cultural effects

Unit 13 – Therapy

Pages 368-395

- Talk therapies
- Behavior therapies
- Biomedical therapies
- Psychotherapy goals/formats
- Cultural and gender issues in therapy

Unit 14 – Social Psychology

Pages 398-427

- Social cognition
- Social influence, conformity, groups
- Social relations
- Stereotypes, aggression
- Altruism, interpersonal attraction

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

To receive credit for each course, students must earn the letter grade **of 'C' or better** in the course, conduct university level research, and pass the final exam in December and May.

Students will be provided one (1) school day for each school day absent to make-up work missed, without academic penalty. **It is the responsibility of the student to arrange for such make-up work.** Work not made up within the specified time period will receive a grade of "F." Long-term assignments given before the student is absent are expected to be turned in on the date the student returns to school. To receive credit for each course, students must earn the letter grade **of 'C' or better** in the course, conduct university level research, and pass the final exam in December and May.

- All textbooks are the property of BCHS and will incur a fine if lost.
- This course follows the official FSW academic calendar. This pertains to add/drop deadlines and their final exam schedule.
- All students are officially registered at FSW and will have an official transcript there.
- Each semester (course) is worth **3 college credits and 1 high school credit** with AP weighting.
- **Students must complete the research component and pass the final exam in order to receive credit for this course.**
- While parents are encouraged to track their child's progress on gradebook, they are not allowed to contact the instructor. FSW only allows for a teacher/parent meeting in front of the student and with the student's permission.
- PSY 2012 is a reading and writing intensive class.
- As a registered student at FSW, students have full privileges and access at the college library and to its resources, as well as all campuses.
- Students are required to sign in to the FSW portal (online) to receive their final grade in the course.

