



## **COURSE OUTLINE**

## **COURSE: Introduction to Psychology -- PSYCH 100**

Instructor: Ms. Margie Culbertson

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(Note: The best way to reach me is via this email address.) Be sure to include your class name and period in your email. I teach many classes.

Campus telephone (425) 564-3123

Office Hours: 11:30am-12:30pm TTh and by appt.

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## **DESCRIPTION:**

Course presents methods, concepts, and principles of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and treatments. Bellevue Community College Psychology Department is now offering an academic concentration designation on your Associates of Arts and Sciences degree.

Psychology is the scientific study of behavior and mental processing. In this survey course, important basic areas of psychological research will be examined including the biological aspects of life, social, emotional and cognitive development, as well as diagnosis and treatment of individual and social problems. This course will emphasize terminology, methodology, concepts and principles of psychology in the context of the dominant historical and theoretical perspectives.

## **STUDENT OUTCOMES/COMPETENCIES:**

A. Upon completion of this course, the successful student will be able to::

1. Describe the purpose, comprehensive scope, and areas of application in the discipline of psychology.
2. Demonstrate knowledge of the scientific process by applying and/or critiquing various research methods used by psychologists in the study of behavior.
3. Recognize, compare and contrast various theoretical perspectives used to explain and guide psychological research and application.
4. Identify historical and present-day contributions of major psychologists.
5. Define important psychological terms, concepts, processes and principles.
6. Apply critical thinking to assumptions, claims and common sense ideas about behavior.
7. Demonstrate the application of psychological principles and findings to one's own life.

B. Psychology 100 is an introductory survey course intended to introduce students to the major concepts, theories and research findings in the field of psychology. Learning objective in Psychology 100 include: a) outcomes related to psychology as a discipline and b) general education outcomes.

A. In terms of general education outcomes, at the end of this course students will be able to:

1. Use cognitive and creative skills:  
Analyzing identifying and evaluating problems  
Synthesizing (interpreting situations, drawing conclusions, and making connections.)
2. Improve communication skills:  
Doing research (gathering and documenting information). Delivering one oral/visual presentation with a handout.
3. Applying personal skills:  
Understanding the influence of stress, nutrition, and life style on personal health and performance.

**OVERALL** Students must learn to apply critical thinking methods in assessing the validity of claims about human behavior. Students learn research design and apply scientific method in the process of identifying problems and issues. Students are able to process information with valid learning generalizations and brainstorm solutions with supported opinions. Students learn to evaluate credibility of sources based on objectivity and bias. Students demonstrate competency on a test basis.

Students learn the contributions of the major Western thinkers in Psychological theory. They examine the cultural values of past and current decades and how the pattern of change influences behavior. Students contrast Eastern and Western perspectives and industrialized and developing values in order to determine the effect on lifestyle. Students discuss these issues in class and are tested on their understanding.

Students learn about effective mental health functioning in society. Students learn about discrimination, bias and stereotyping through discussion and value clarification activities. Our students are exposed to different perspectives in culture and are asked to compare and contrast cultural values on a global basis.

Students learn the scientific process of inquiry. They are familiar with research design, appropriate data collection and ultimately, discerning validity. Our students learn an interdisciplinary perspective of human behavior including anthropological, psychological and sociological methods.

Students study the evolutionary perspective as a unifying principle of human behavior. Our students examine examples of adaptive characteristics leading to survival and how that can influence modern behavior. Students learn about the central nervous system and how the brain communicates through the process of neurochemistry.

#### TEXTS/WEBSITE:

David G. Myers' *Exploring Psychology*, 6<sup>th</sup> Edition, Worth Publishers: 2005.

Plus, look online at: <http://bcs.worthpublishers.com/exploringinmodules5e/>

This website contains chapter overviews, outlines, and practice quizzes free for the students' use.

**IMPORTANT NOTE:** David Myers has several books on Psychology. Make sure you buy the correct book and the correct edition, published in 2005.

#### PLANNED TEACHING METHODS/LEARNING STRATEGIES:

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Lecture/Lab                             |
| <input checked="" type="checkbox"/> | Small Group Discussion                  |
| <input checked="" type="checkbox"/> | Projects                                |
| <input checked="" type="checkbox"/> | Audio-Visual                            |
| <input checked="" type="checkbox"/> | Handouts                                |
| <input checked="" type="checkbox"/> | Lecture                                 |
| <input checked="" type="checkbox"/> | Individual Instruction (by appointment) |
| <input checked="" type="checkbox"/> | Optional Textbook Publisher's website)  |

#### ASSESSMENT METHODS:

- 4 Homework pages, 25 pts. each
- 3 Exams, 50 questions each, multiple question, 100 pts. each
- In-Class Presentation, 50 pts
- In-Class Participation/Discussion/ Attendance, 50 pts.

## REQUIREMENTS AND ASSIGNMENTS:

- ❖ Your three Exams will be multiple choice questions, each worth 100 pts. (total 300 points). Your final exam is simply your third exam and it is not cumulative. For each exam you will need to bring a Scantron sheet, a number 2 pencil, and a very reliable eraser. *Buy 3 Scantrons at the beginning of the quarter and carry them with you in a protected folder where they won't get bent!* These can be purchased at the college bookstore.

Exams will cover everything in your material whether it is: 1. covered in lecture or not and 2. found in your textbook or not (outside information will be presented). **Make-up exam policy:** No make-up exams will be given.

- ❖ Presentation/Discussion Lead: The assignment is worth a possible 50 points. You will be required to present and lead a discussion in this class (handout is attached). For this assignment you will choose and research a topic from an pre-assigned chapter and have the class discuss it.
- ❖ Homework will be given and will be worth a total of 100 points of your quarter grade.
- ❖ Your Attendance and Participation are combined for a possible 50 points.  
*Attendance:* I will take attendance at the beginning of every class and late attendance will be noted. Chronic attendance problems – 10% absences of classroom meetings in the quarter will affect your grade adversely. You will also be graded on participation in class. Students are expected to do the reading assignments before class. I will be keeping track of this, so please contribute!

This is college. You are not expected to call and explain your absence. However, you **are** responsible for obtaining lecture notes from fellow students and to gain information regarding announcements or changes in schedule that you may have missed. Studies have shown that the students who attend class regularly also achieve better grades overall, better grades, on tests, and better comprehension of all the material.

*Participation:* In addition, you are encouraged to participate in discussions of the theories and concepts that I will be presenting to the class. This has the effect of expanding your comprehension of the material and enriching the learning experience for yourself and your fellow students. Many of the theories may seem counter-intuitive and will provoke much reaction. You are encouraged to share your reactions with the class as long as they pertain to the material. However, side comments directed to fellow students contribute to distractions, not to learning, and will not be tolerated. Students caught distracting from the lecture will be asked to remove themselves from the classroom.

- ❖ Exam dates are exam dates. There are no variations or extensions concerning these dates without extraordinary circumstances, which must be documented in writing.
- ❖ Due dates are due dates. No exceptions.
- ❖ Class Conduct: While it is my hope that you will come to view your time in class as yours to use as best meets your needs, it is important to keep in mind that you are sharing this time with at least 41 other students who may have needs that differ from your own. In as much as all of you have paid dearly for the information that you need from this course, it is important to make sure that the classroom environment is as conducive to scholarship as possible. Therefore, a few courtesies are required and will be enforced by me.
- ❖ Academic Honesty and Integrity: Cheating or plagiarism of any kind will result in a 0 grade for that assignment and possible dismissal from your program of study, and possible official sanction from the office of the Dean.

- ❖ Punctuality: Please be on time for class. Late arrivals result in loss of important information and distract from students' opportunity to hear announcements and clarify information from previous class discussions and readings. Once class has commenced, do not leave before the end of the hour. Be in class and avoid absences. This is crucial to your success in this class. Exams will cover everything in text.
- ❖ Cell Phones: Cell phones are a convenience, not a right. They create a distraction for your fellow students. Cell phones are to be turned off while in a classroom. Students who neglect to turn off their phones before class will be excused from class for the hour if their phones ring during class time.
- ❖ Disabled Students: If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible.
- ❖ My goal is to create an environment where all students feel they have an opportunity to learn. Please consult <http://www.bcc.ctc.edu/socsci/policies.asp> to review the Social Sciences statement of Student Procedures and Expectations.
- ❖ Finally: You are responsible for the information in this syllabus. We will be taking this syllabus out almost every class period and going over assignments so be sure to bring this syllabus to class every day. Keep track of assignments, due dates, and reading assignments!

GRADING CRITERIA/POINTS POSSIBLE:

|                                   |                     |
|-----------------------------------|---------------------|
| 3 Exams.....                      | 300 (100 pts. each) |
| Presentation/Discussion Lead..... | 50                  |
| Homework                          | 100                 |
| Participation/ Attendance.....    | 50                  |
| <b>TOTAL POINTS</b> .....         | <b>500</b>          |

A= 90 % and up of total points

B= 80% and up

C= 70% and up

D= 60% and up

F= less than 60%

## Student Presentation/Discussion Lead

This is not a public speaking assignment. You will be required to present information and teach a specific topic which is related directly to your textbook---but NOT an entire chapter. You will do this presentation from your chair if you wish. You will pick a topic for your presentation and then I will tell you when we are covering that topic and that will be the date you will be presenting. Be sure you have several in mind, as your date may be gone by the time you pick a topic. We'll be picking topics the first day or two of the quarter. Be sure to write down your presentation date on your syllabus schedule, as no late presentations will be accepted. Prepare a handout (1-2 pages) make enough copies for each student in the class. Your handout must be professional looking and helpful for the students in the class to teach them, with a greater understanding, a topic from their textbook, but no more than two pages. *You will not be reading your handout to the class.* The handout can cover your points in your presentation may or not include a quiz, etc. Teach us about your topic in some creative, fun, and informational way in a 10-15 minute presentation. Make sure you are organized or points will be deducted from your presentation grade.

There are a variety of ways to do this in an interactive way, making your presentation more interesting:

- Ask a question of the class in which you expect an answer.
- Put the class into small groups to discuss your topic.
- Give a quiz and have students self-grade.
- Play a game.
- Create an activity for the class to participate in which helps them learn more about the topic or the chapter.
- Pose an ethical dilemma.
- Bring new outside research about the topic and discuss it and the possible problems.
- Create a survey or questionnaire for the class and discuss it.
- Or any other creative way you can think of.

I will already be discussing the textbook chapter information, so DO NOT simply discuss information from the chapter. Take what is in the chapter and expand on it. Find NEW information on the subject in addition to what is in the textbook.

This assignment is worth a possible 50 points: You MUST give your presentation on your assigned date.

## **ASSIGNMENTS/DUE DATES/TEST DATES:**

IMPORTANT: Exams will cover everything in your textbook, whether the information is covered in class or not. Read the entire chapter before each class period so you will be prepared for the lecture. Once you've established your date for student presentation write the date and day of the week on this sheet.

IMPORTANT: Be in class and avoid absences. This is crucial to your success in this. Also be sure you have read the designated chapter BEFORE you come to class and hear the lecture on that chapter. Homework will be assigned in class.

**Week 1 (1/1):** Intro., Ch. 1

PRESENTER(S): \_\_\_\_\_

**Week 2 (1/8):** Ch. 2

PRESENTER(S): \_\_\_\_\_

**Week 3 (1/15):** Ch. 3

PRESENTER(S): \_\_\_\_\_

**Week 4 (1/22):** Ch. 4 & 5

PRESENTER(S): \_\_\_\_\_

**Week 5 (1/29):** Tues.: Exam 1 (covering Ch.1-5); Th: Ch. 6

PRESENTER(S): \_\_\_\_\_

**Week 6 (2/5):** Ch. 7

PRESENTER(S): \_\_\_\_\_

**Week 7 (2/12):** Ch. 8 & 9

PRESENTER(S): \_\_\_\_\_

**Week 8 (2/19):** Ch. 10; Th: Exam 2 (covering Ch. 6-10)

PRESENTER(S): \_\_\_\_\_

**Week 9 (2/26):** Ch. 11

PRESENTER(S): \_\_\_\_\_

**Week 10 (3/5):** Ch. 12 & 13

PRESENTER(S): \_\_\_\_\_

**Week 11 (3/12):** Ch. 14 & 15

PRESENTER(S): \_\_\_\_\_

**Tuesday 3/20: Exam 3 (covering Ch. 11-15)**

**Last class period: Th., 3/20/06. Grades can be found online with the college website under your student ID. They will not be posted.**

### **Disclaimer:**

Due to time, equipment, or any other unforeseen constraints, the instructor may make any additions, deletions and revisions to the syllabus at any given time.