

**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Introduction to Psychology

**MODIFIED CODE :** PSY098                      **SEMESTER:** Fall

**PROGRAM:** Various Post-Secondary Programs

**AUTHOR:** Social Science Department

**MODIFIED BY:** Sara Trotter – C.I.C.E. Program

**DATE:** Sept/2003              **PREVIOUS OUTLINE DATED:** Jan/2003

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours per week

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*For additional information, please contact the, Dean*

*School of Health and Human Services*

*(705) 759-2554, Ext. 690*

- I. **COURSE DESCRIPTION:** A study of the science of psychology: its methods, concepts, and theories, including the topic areas of 1) brain, consciousness, sensation, and perception; 2) learning and memory; 3) intelligence, thought, and creativity; 4) motivation. Psychological concepts will be studied with a view towards how they can be applied to enhance the student's understanding of psychological adaptation and the causes and consequences of human behaviour.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Identify and describe the major approaches to psychology, the contributors, and the research methods.

**Potential Elements of the Performance:**

- identify the key names in the history of psychology and their main contributions
- list and differentiate the five major approaches to psychology
- list and describe various methods of research design, including factors affecting research

2. Describe and explain the role that biology plays in the field of psychology.

**Potential Elements of the Performance:**

- describe the structure and function of the central nervous system
- describe the structure and function of neurons and the roles played by neurotransmitters and receptors
- list and describe the structure and function of the peripheral nervous system
- explain the specialization of the cerebral hemispheres and the effects of brain damage
- describe the major endocrine glands, the hormones they secrete, and their principle functions

3. Describe and explain the relationships between sensation, perception, and behaviour.

**Potential Elements of the Performance:**

- list the senses and describe how sensory stimuli are experienced as sensations
- describe the Gestalt principles of perceptual organization
- identify factors that influence perception and categorize them according to biological, psychological, or environmental factors

4. Describe the different levels of human consciousness and the factors that influence them.

**Potential Elements of the Performance:**

- distinguish and explain the different levels of sleep and consciousness
- describe and differentiate how consciousness can be altered by hypnosis and drugs
- describe and differentiate sleep disorders

5. Identify and describe the major learning theories.

**Potential Elements of the Performance:**

- explain and differentiate classical, operant, and cognitive learning theories
- explain the concept of operant conditioning and describe the main influencing factors
- describe the various types of cognitive learning theories

6. Describe the systems and processes involved in memory.

**Potential Elements of the Performance:**

- explain and distinguish the different systems and processes involved in memory
- compare the nature of remembering with forgetting
- evaluate and apply current research to memory improvement

7. Recognize various concepts and controversies of intelligence and its measurement.

**Potential elements of the Performance:**

- explain the nature-nurture issues of intelligence
- identify issues of cultural diversity as it relates to the use and misuse of IQ testing

8. Describe the physiological, cognitive, and behavioural components involved in the main theories of motivation.

**Potential elements of the Performance:**

- describe and identify the main theories of motivation
- describe the “social motives” for achievement and competence

**III. TOPICS:**

1. Discovering Psychology
2. Psychology and Science
3. The Brain's Building Blocks
4. The Incredible Nervous System
6. Perception
7. Consciousness, Sleep, and Dreams
8. Hypnosis and Drugs
9. Classical Conditioning
10. Operant Conditioning and Cognitive Learning Theory
11. Types of Memory
12. Remembering and Forgetting
13. Intelligence
15. Motivation

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Introduction to Psychology (2001) 6<sup>th</sup> Edition, Rod Plotnik. Brooks/Cole Publishing Company

Optional resource: Study Guide for Plotnik's Introduction to Psychology, prepared by Matthew Enos

**V. EVALUATION PROCESS/GRADING SYSTEM:**Evaluation

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation can be modified at the discretion of the professor.

The C.I.C.E. students will be responsible for regular attendance, completing and submitting modified versions of each of the following:

The final course grade will be determined as follows:

A.	<b>7 Tests x 10% =</b> (using a variety of techniques including recognition and recall testing)	<b>70%</b>
B.	<b>One Take Home Test</b>	<b>10%</b>
C.	<b>Final Exam</b>	<b><u>20%</u></b>
<b>Total</b>		<b>100%</b>

Further details related to the assignments will be distributed in week two of classes.

If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or in writing **prior** to the assigned due date or test time. The College touch-tone/24-hour voice mail number allows you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should see the coordinator of the Social Science Department. Students will be required to provide a transcript and course outline related to the course in question.

**IX. CELL PHONES** must be turned off during class time. No cell phones are allowed in class on test days.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.