

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Introduction to Psychology

**CODE NO. :** PSY102

**SEMESTER:** Winter

**MODIFIED CODE:** PSY094

2010

**PROGRAM:** Various Post-Secondary Programs

**AUTHOR:** Social Science Department

**MODIFIED BY:** Hilda Bojko, Learning Specialist CICE Program

**DATE:** Jan. 2010

**PREVIOUS OUTLINE DATED:** Sept. 2009

**APPROVED:**

“Angelique Lemay”

Feb. 2010

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**CHAIR, COMMUNITY SERVICES**

**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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 CICE 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 a Learning Specialist, will develop the basic ability to:

1. Identify and discuss the major approaches to psychology, the contributors, and the research methods.  
Potential Elements of the Performance:
  - be familiar with the key names in the history of psychology and their main contributions
  - be aware of the five major approaches to psychology
  - demonstrate knowledge of the various methods of research design, including factors affecting research
  - demonstrate knowledge of procrastination and 3 types of psychologists
  
2. Demonstrate a general understanding of the role that biology plays in the field of psychology.  
Potential Elements of the Performance:
  - become familiar with the structure and function of the central nervous system
  - demonstrate a basic understanding of neurons, neurotransmitters and receptors including the structure and function of each
  - display basic knowledge of the structure and function of the peripheral nervous system
  - identify the hemispheres of the brain, and the effects of brain damage
  - become familiar with the major endocrine glands, the hormones they secrete, and their principle functions
  
3. Describe and outline the relationships between sensation, perception, and behaviour.  
Potential Elements of the Performance:
  - list the senses and describe how sensory stimuli are experienced as sensations

- have a basic understanding of the Gestalt principles of perceptual organization
  - identify factors that influence perception and categorize them according to biological, psychological, or environmental factors
4. Become aware of the different levels of human consciousness and the factors that influence them.  
Potential Elements of the Performance:
- demonstrate a basic knowledge of the different levels of sleep and consciousness
  - explain how consciousness can be altered by hypnosis and drugs
  - describe and differentiate sleep disorders
5. Identify and have a basic understanding of the major learning theories.  
Potential Elements of the Performance:
- describe the basic elements of classical, operant, and cognitive learning theories
  - explain the concept of operant conditioning and describe the main influencing factors
  - become familiar with the various types of cognitive learning theories
6. Describe the systems and processes involved in memory.  
Potential Elements of the Performance:
- identify the different systems and processes involved in memory
  - compare the nature of remembering with forgetting
  - have a basic understanding of 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. Demonstrate general knowledge of 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 (2008) 8<sup>th</sup> Edition, Rod Plotnik. Brooks/Cole Publishing Company

**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 final course grade will be determined as follows:

<b>A. Tests</b>	<b>70%</b>
(using a variety of techniques including recognition and recall testing)	
<b>B. In-class Assignments</b>	<b>10%</b>
<b>C. Final Exam/Assignments</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.

**NOTE: ONLY PROFESSOR K. DELUCO'S PSY102 CLASSES WILL RECEIVE THE ADDENDUM/COLLEGE DECORUM DURING THE SECOND WEEK 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:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. It is the student's responsibility to be informed of their program's requirements.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **VI. SPECIAL NOTES:**

### 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.

### 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.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool. **(NOTE: NOT ALL COURSES HAVE ADOPTED THIS CHANNEL YET. PLEASE CONSULT WITH YOUR PROFESSOR.)**

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

### Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

There will be no late entries on test days. Arrive early and come prepared.

**VII. CELL PHONES:**

Cell phones must be turned off during class time and on test days.



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

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**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 CICE office with assistance from a Learning Specialist.*****The Learning Specialist 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.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.