

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

CODE NO.: PSY 102 SEMESTER: WINTER

PROGRAM: GENERAL ARTS AND SCIENCE

INSTRUCTOR: GERRY PAGE OFFICE - E3222

TELEPHONE: 759-6774 EXTENSION 555  
OR WITH TOUCHTONE 759-2554 EXTENSION 555

DATE: JANUARY 1995 PREVIOUS OUTLINE DATED: AUGUST 1994

APPROVED: Y1/6rt^~~ DATE /99Y /a /?  
NADEAN KOCH/ DEAN, SCHOOL OF  
ARTS AND GENERAL EDUCATION

**INTRODUCTION TO PSYCHOLOGY:**

**PSY -102**

Instructor: G. Page

**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 and emotion.

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.

**COURSE OBJECTIVES:** Upon completion of this course the student will:

**Chapter 1: Introduction to Psychology**

- 1) be able to list and describe various methods of research design, including factors affecting research.
- 2) review the history of psychology and its early founders.
- 3) compare and contrast the five major schools of psychology.

**Chapter 2: Biology and Behaviour**

- 1) list the parts and functions of the central nervous system.
- 2) explain the specialization of the cerebral hemispheres.
- 3) describe the functions of the endocrine system.

**Chapter 3: Sensation and Perception**

- 1) examine how sensory stimuli are experienced as sensations.
- 2) describe the Gestalt principle of perceptual organization
- 3) identify factors that influence perception and categorize them according to biological, psychological or environmental factors.

**Chapter 4: States of Consciousness**

- 1) distinguish and explain different levels of sleep and consciousness.
- 2) describe and differentiate how consciousness can be altered by meditation, hypnosis, and psychoactive drugs.
- 3) evaluate multicultural perspectives of various ways of altering consciousness.

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### Chapter 5: Learning

- 1) compare and contrast classical and operant conditioning.
- 2) list and describe the major factors which influence classical and operant conditioning.
- 3) define and describe the various types of cognitive learning.

### Chapter 6: Memory

- 1) distinguish and explain the different levels systems and processes of memory.
- 2) describe and compare the nature of remembering and forgetting, as well as factors influencing retrieval.
- 3) evaluate and apply current research to memory improvement.

### Chapter 7: Intelligence. Thought, and Creativity

- 1) examine and compare various theories and concepts concerning what intelligence is, types of intelligence tests, nature vs nurture issues, and uses and abuses of intelligence testing.
- 2) identify and explain how imagery and concepts are used as tools in thinking.
- 3) compare and contrast various strategies used by humans in their approaches to problem solving.

### Chapter 10. Motivation and Emotion

- 1) discuss the main theories of motivation
- 2) describe the social motives such as the need to achieve or excel.
- 3) explain the physiological basis of motivation and the cognitive theories of emotion.

Note: Students should also refer to the course text's accompanying "study guide" for more specific learning objectives, related to each topic area covered in the course.

### Text:

- 1.) "The World of Psychology" 1993 edition.  
By: Ellen R. Green Wood & Samuel E. Wood

- 2.) **Optional Text:**

"Study Guide Plus for The World of Psychology" Prepared By: Joyce Bishop

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NOTE: Additional readings and student viewing of audio-visual materials will be assigned during the course, at the discretion of the instructor. The exact dates of test referred to in the "Syllabus" section will be announced in class. Students will also be responsible for understanding audio-visual material, lecture and class discussion materials presented during the course.

### Instructional Methodology:

Student learning will be facilitated by class lecture/discussions, group activities, role play, demonstration activities and multi-media presentations.

### SYLLABUS:

#### CHAPTER 1 : INTRODUCTION TO PSYCHOLOGY

Descriptive Research Methods

The Experimental Method

Other Research Methods and Considerations

History of Psychology and Psychology Today

#### CHAPTER 2: BIOLOGY AND BEHAVIOUR

The Nervous System

The Cerebral Hemispheres and Their Functions

Brain Function, Damage, and Recovery

Test #1

#### CHAPTER 3 SENSATION AND PERCEPTION

Sensation: The sensory world

Perception: Ways of perceiving

#### CHAPTER 4: STATES OF CONSCIOUSNESS

Circadian Rhythms: Our 24-hour High and Lows

Sleep, Sleep Disturbances, and Dreaming

Altered States: Hypnosis, Meditation, and Drugs

Test #2

#### CHAPTER 5: LEARNING

Classical and Operant Conditioning

Cognitive Learning

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CHAPTER 6: MEMORY

Remembering and Forgetting

Measuring Memory

Retrieving and Improving Memory

**Test #3**

CHAPTER 7: INTELLIGENCE. THOUGHT. AND CREATIVITY

Measuring Intelligence (Uses and Abuses)

Factors Affecting Intelligence

Problem Solving and Creativity

CHAPTER 10: MOTIVATION AND EMOTION

Theories of Motivation

Primary Drives: Hunger and Thirst

The What and Why of Emotions

**Test #4**

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 instructor.

THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

Tests ( 4 X 50 points).....200 points

A grade of A+, A, B, C, or R will be awarded upon completion of all the course, in accordance with the grading policy of Sault College; i.e.

A+ = 180 to 200 points = 90 to 100%

A = 160 to 179 points = 80 to 89%

B = 140 to 159 points = 70 to 79%

C = 120 to 139 points =60 to 69%

R = less than 120 points

FINAL NOTE: if a student is unable to make a test due to a serious illness or incident, s/he is obligated to contact the instructor in person or in writing "**prior**" to the test time. The instructor may make a determination as to **whether the student can write the test** at a later time. If the student cannot contact the instructor in person, s/he is to call 759-6774 and ask for the instructor. If the instructor is unavailable **please leave a**

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***message with your name and phone number*** on their answering machine. Failure to provide the instructor with notification will result in a "0" grade on that test.

Upon returning to the college, i.e. (first day back) the student will **immediately** contact the instructor to make arrangements for testing (call me, or come to my office, or leave a note under my door with a telephone number where I can reach you.) Failure to do so will result in a zero grade.

Students with an identified learning disability are encouraged to discuss their situation with the instructor confidentially.