

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

CODE NO. PSY 102 SEMESTER: FALL

PROGRAM: VARIOUS

INSTRUCTORS:	GERRY PAGE	OFFICE E3222	EXT. 555
	TUT TAMMIK	OFFICE E3221	EXT. 540
	TERRY FINN	OFFICE E3218	EXT. 671
	MARVA MOILALA	OFFICE E2211	EXT. 543
	HEATHER JENSON-HICKS		EXT. 515

TELEPHONE: 759-6774 OR WITH TOUCH-TONE 759-2554

DATE: SEPTEMBER 1995 PREVIOUS OUTLINE DATED: JANUARY 1995

APPROVED:

NADEAN KOCH, DEAN, SCHOOL OF
ARTS AND GENERAL EDUCATION

IW4 6(o 6 7
DATE

COURSE DESCRIPTION:

A study of the science of psychology; its methods, concepts and theories, including the following topic areas: (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 principles 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

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 and Samuel E. Wood
- 2) Optional Text
Study Guide Plus for the World of Psychology
Prepared By: Joyce Bishop

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 tests 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 a variety of instructional techniques including but, not limited to 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

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 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:

A *MINIMUM* of 4 tests. 75%

Assignments will be chosen from journals, articles, self inventories, reaction papers, and/or group activities. 25%

A grade 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+	=	90 to 100%
A	=	80 to 89%
B	=	70 to 79%
C	=	60 to 69%
R	=	less than 60%

FINAL NOTE:

If a student is unable to write 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 will 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 message with your name and phone number* on his/her 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.

NOTIFICATION POLICY IN BRIEF

MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY!

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