

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

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CODE NO.: PSY 102 SEMESTER: WINTER

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PROGRAM: VARIOUS

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INSTRUCTORS TERRY FINN OFFICE E3218 EXT. 671

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

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DATE: JANUARY 1997 PREVIOUS OUTLINE DATED: SEPTEMBER 1996

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APPROVED:

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DATE

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JDITH MORRIS, DEAN, SCHOOL OF  
ARTS AND GENERAL EDUCATION

## **I. 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.

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

Upon successful completion of this course the student will demonstrate the ability to:

1. Describe the people and ideas that do, have, and will continue to shape the field of psychology.

### **Potential Elements of the Performance:**

- \* identify the key names in the history of psychology and their main contributions
- \* define psychology and describe careers within the field of psychology
- \* list and differentiate the five major schools of psychology
- \* list and describe various methods of research design, including factors affecting research

2) 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) Explain the relationships between sensation and perception and 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

5) Explain the different kinds of learning and their influencing factors.

**Potential Elements of the Performance:**

- \* explain classical conditioning and other conditioning concepts
- \* explain the concepts of operant conditioning and describe the main influencing factors
- \* compare and contrast operant and classical conditioning
- \* describe various types of cognitive learning

6) Describe the systems and processes involved in memory function, dysfunction and improvement

**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) Discuss the relationships between intelligence, cognition and language acquisition.

**Potential Elements of the Performance:**

- \* compare various theories and concepts of intelligence and the challenges of measuring it
- \* identify and explain "thinking tools" like imagery and concepts
- \* compare and contrast various human problem-solving strategies

8) Discuss the physiological, cognitive and behavioural components involved in the main theories of motivation and emotion.

**Potential Elements of the Performance:**

- \* discuss the main theories of motivation
- \* describe the "social motives" for achievement and competence
- \* discuss the main theories of and the various components of emotions
- \* discuss what is known about the facial expression of emotions

### III. TOPICS:

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

### IV. REQUIRED TEXT:

Introduction to Psychology by 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 instructor.

The Final Course Grade Will Be Determined As Follows:

A **MINIMUM** of 4 tests 80%

Assignments will be chosen from journals, self-inventories, articles, reaction papers,  
book/movie reviews, and/or group activities 20%

A grade will be awarded upon completion of all the course work in accordance with  
the grading policy of Sault College:

<b>A+</b>	=	90 to 100%
<b>A</b>	=	80 to 89%
<b>B</b>	=	70 to 79%
<b>C</b>	=	60 to 69%
<b>R</b>	=	less than 60%

## VI. SPECIAL NOTES:

Scheduled Tests/Assignments:

If a student misses an assignment due date or a scheduled test as a result of a verifiable illness or incident, the instructor will determine the student's eligibility for an extension or to write at a later date, based on mutual respect, courtesy, and accountability! The touch-tone/24 hour number allows you to **immediately** notify the instructor with your name, message and phone number.

### **Instructional Methodology;**

Student learning will be facilitated by a variety of instructional techniques including, but not limited to, class lecture, role-play, discussions, group activities, demonstrations and multi-media presentations.

Readings:

Additional readings and student viewing of audio/visual materials will be assigned during the course, at the discretion of the instructor. Students will also be responsible for understanding audio/visual material, lecture and class discussion materials presented during the course.

Special Needs:

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor and to contact the Special Needs Office, Room E1204, 759-2554 Ext. 493,717,491, to arrange for support services.

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 post-secondary institutions.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor and the program coordinator.