



**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, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Describe and outline the major approaches to psychology, the contributors and the research methods.

Potential Elements:

- What is psychology?
- Identify the key names in the history of psychology. What was their theory of psychology?
- List and explain the six major approaches to psychology
- Demonstrate knowledge of the different research methods of psychology

2. Explain the role that biology plays in the field of psychology.

Potential Elements:

- Display knowledge of the structure of the central nervous system and its functions
- Define neurons, neurotransmitters and receptors
- Display basic knowledge of the peripheral nervous system
- Identify the hemispheres of the brain, and its parts and the effects of brain damage
- What is in the endocrine system?

3. Describe and outline the relationships between sensation, perception, and behavior.

Potential Elements:

- List the senses. What are sensations? What do they do? How do they work?
- How does Gestalt theory fit in with 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:

- Outline the different levels of sleep and consciousness
- How can consciousness be altered by hypnosis and drugs
- What are sleep disorders and their effects?

5. Identify the major learning theories.

Potential Elements:

- Explain the differences between 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. Identify the systems and processes involved in memory.

Potential Elements:

- 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:

- 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:

- 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 (2007) 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.

**\*\*\*Proposed modifications to assignments and tests will be discussed as assignments are assigned. Approved modified assignments outlines will be typed by the Learning Specialist and a copy provided to the Professor**

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 post-secondary courses:***

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

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

## VI. SPECIAL NOTES:

### Disability Services:

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 Disability Services office. Visit the Special Needs office in Room 1101 or call extension 2703 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 the *Student Code of Conduct*. 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Social Sciences Co-ordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question.

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

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

**X. "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)

**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.