

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

1. Identify and describe the major approaches to psychology, the contributors, and the research methods.

Potential Elements of the Performance:

- be aware of key names in the history of psychology and their main contributions
- have a basic understanding of the five major approaches to psychology
- describe various methods of research design, including factors affecting research

2. Describe and 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
- describe the structure and function of the peripheral nervous system
- have a basic understanding of the cerebral hemispheres and the effects of brain damage
- have a basic understanding of the major endocrine glands, the hormones they secrete, and their principle functions

3. Describe and explain 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
4. Describe the different levels of human consciousness and the factors that influence them.

Potential Elements of the Performance:

- describe the different levels of sleep and consciousness
 - describe and how consciousness can be altered by hypnosis and drugs
 - describe different sleep disorders
5. Identify and describe the major learning theories.

Potential Elements of the Performance:

- have a basic understanding of classical, operant, and cognitive learning theories
 - describe the concept of operant conditioning and describe the main influencing factors
 - be aware of the various types of cognitive learning theories
6. Describe the systems and processes involved in memory.

Potential Elements of the Performance:

- have a basic understanding of the different systems and processes involved in memory
 - compare the nature of remembering with forgetting
 - discuss current research to memory improvement
7. Recognize various concepts and controversies of intelligence and its measurement.

Potential elements of the Performance:

- describe 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 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 (2010) 9th Edition, Rod Plotnik. Nelson Education Canada

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:

A. Tests	70%
(using a variety of techniques including recognition and recall testing)	
B. In-class Assignments	10%
C. Final Exam/Assignments	20%
Total	100%

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.	

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 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.

VI. SPECIAL NOTES:

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. It is the department policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

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

Cell Phones:

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

VII. COURSE OUTLINE ADDENDUM:

The provisions in the addendum are located on the student portal and form part of this course outline.

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.