

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Introduction to Psychology

Code No.: PSY 102

Semester: All

Program: Various

Author: Social Science Department

Date: August 1998

Previous Outline Dated: January 1998

**Approved: (LJSLUTJL ^/JAA^J
{/ Dean**

**Q,^JL^ 9^F
" Date**

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hrs./week Total Credit Hours: 48

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SAULT STE. MARIE

I. COURSE DESCRIPTION:

(This course has been approved as a General Education accredited course.)

This course is a study of the science of psychology: its methods, concepts and theories, including the topic areas of a) braining, consciousness, sensation and perception, b) learning and memory, c) intelligence, thought and creativity and d) 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:**A. Learning Outcomes:**

1. Identify and describe the major approaches to psychology, the contributors and the research methods
2. Describe and explain the role that biology plays in the field of psychology
3. Describe and explain the relationships between sensation, perception and behaviour.
4. Describe the different levels of human consciousness and the factors that influence them
5. Identify and describe the major learning theories
6. Describe the systems and processes involved in memory
7. Recognize various concepts and controversies of intelligence and its measurement
8. Describe the physiological, cognitive and behavioural components involved in the main theories of motivation

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students 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:

- identify the key names in the history of psychology and their main contributions
- define psychology
- list and differentiate the five major approaches to psychology
- list and describe various methods of research design, including factors affecting research

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

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
- 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. 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
- Described the Gestalt principles of perceptual organization
- Identify factors that influence perception and categorize them according to biological, psychological or environmental factors

4. Described 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 by hypnosis and drugs
- Describe and differentiate sleep disorders

5. Identify and describe the major learning theories.

Potential elements of the performance:

- Explain and differentiate classical, operant and cognitive learning theories
- Explain the concept of operant conditioning and described the main influencing factors
- Describe the various types of cognitive learning theories

**III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

6. Describe the systems and processes involved in memory.

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. Recognize various concepts and controversies of intelligence and its measurement.

Potential elements of the performance:

- Explain the nature-nurture issue 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.

Elements of the performance:

- Describe and identify the main theories of motivation
- Describe the "social motives" for achievement and competence

IV. TOPICS:

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

V. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Introduction to Psychology (1996) 4th Edition: by Rod Plotnik, Brooks/Cole Publishing Company
2. Optional resource: Study Guide for Plotnik's Introduction to Psychology
Prepared by: Matthew Enos

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING:**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:

1. Four (4) tests x 20% each =	80%
(using a variety of techniques including multiple choice, matching and short answer)	
2. Two written assignments x 10% =	20%
Total	100%

Note: One written assignment will be due 1998 10 16. The second written assignment will be due 1998 11 20. Further details related to the assignments will be distributed in Week two of classes.

SPECIAL NOTES

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 touch-tone/24 hour number allows you to immediately notify the professor with your name, message and phone number.

Professors' e-mail addresses are:

Tiit.tammik@Saultc.on.ca, Karen.Delucio@Saultc.on.ca, Gerry.Page@Saultc.on.ca

V. EVALUATION PROCESS / GRADING SYSTEM (cont'd):

Upon returning to the College (i.e. your first day back) the student will IMMEDIATELY contact the professor to make arrangements for testing. Call 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 grade of zero.**

NOTIFICATION POLICY IN BRIEF: MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY

Students are responsible for obtaining any materials missed due to absenteeism.

TIME FRAME

Introduction to Psychology PSY 102-3 involves three hours per week for the semester.

METHOD OF ASSESSMENT (GRADING METHOD):

A+	Consistently outstanding	(90%-100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

VI. SPECIAL NOTES (cont'd):Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

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.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Social Sciences Department:

- a copy of course outline
- a copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.