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## Syllabus: **PSY 101-1 Introduction to Psychology**

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### Course Information

Course Prefix/Number: PSY 101-1

Credit Hours: 3

Semester: Spring 2020

Course Title: Introduction to Psychology

Class Days/Times:

**Tuesday 5:30pm to 8:15pm**

Location: Central Campus

Room: 501

### Instructor Information:

Name: Dr. Natalie S. Dailey

Phone/Voice Mail:

E-mail: [ndailey@email.arizona.edu](mailto:ndailey@email.arizona.edu)

Office location:

Office hours:

### Course Description:

Survey of general psychology. Includes a definition of psychology, history of psychology, research methods and critical thinking, biological basis of behavior, sensory process, receiving the world, states of consciousness, conditioning and learning, memory process, motivation and emotions, role of health psychologists, role of stress in our lives, major stages in child and life span development, gender identity and sexuality, intelligence, personality theories, psychological disorders, therapeutic approaches, social psychology research.

### Student Learning Outcomes:

**Upon completion of the course, the student will be able to do the following:**

1. Describe the history of psychology, including psychological perspectives and research methods.
2. Explain how the nervous system and other biological systems influence behavior.
3. Summarize the stages and major theories of life span development.
4. Describe the processes of perceptual organization and interpretation.
5. Compare and contrast the major learning theories.

6. Discuss memory formation, retention and loss. Explain how memory can be improved.
7. Elucidate the connections between thinking, language, and intelligent behavior.
8. Summarize the major concepts of motivation and emotion and how they relate to behavior.
9. Compare and contrast the major personality theories.
10. Describe the characteristics and causal factors associated with major psychological disorders.
11. Identify and discuss the theoretical underpinnings of approaches to psychotherapy.
12. Describe the stress process and explain the interaction between stress and health.
13. Appraise social psychology research findings related to social thought, behavior, and relations.

### **Course Structure:**

Lectures, illustrations, and activities will be used throughout the course. The textbook will provide background information to be highlighted, expanded, and complimented by lectures. Students are expected to attend class and actively engage in classroom activities and discussions

### **Texts and Materials:**

All reading and learning materials for the class will be posted on Canvas. This includes the textbook, quizzes, and instructions for course assignments and learning activities.

### **Evaluations and Grading & Assignments:**

90 and above is an A  
80 - 89 is a B  
70 - 79 is a C  
60 - 69 is a D  
Under 60 is Failing

### **Your grade will be determined by the following:**

**Class Activities (150 points):** Attendance is critical for your success in the course. There are 16 classes in the semester. Classes will either start or end with a short activity related to the topic. You will receive 10 points per completed class activity. One class activity grade will be dropped, for a total of 150 possible points.

**On-line quizzes (200 points):** Ten on-line quizzes in multiple-choice format will be administered via Canvas. These are open book/open-note quizzes worth 20 points each. Questions included on the quizzes are intended to focus on main concepts in the course and help you prepare for course exams.

**Position paper (300 points):** The goal of this writing assignment is to find scientific psychological research articles that you will cite as you argue for or against a position of interest, selected from a list of topics. The first draft is worth 100 points. Feedback will be provided and the final paper will be worth 200 points. Additional instructions and grading criteria will be provided via Canvas.

**Presentation (150 points):** You will present your position paper to the class. The goal of this activity is to gain experience presenting your ideas in an effective manner. Additional instructions and presentation rubric will be provided via Canvas.

**Exams (200 points):** There will be a mid-term exam that covers Chapters 1-8 and a final exam that covers Chapters 9-16. These in-class exams will include a combination of multiple-choice and short answer questions. Each exam is worth a total of 100 points.

**Calculate your grade:**

$(\text{points earned} / \text{possible points}) \times 100$

**Himdag Cultural Component:** Human behavior and mental processes – and indeed our interpretation of such things – always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each psychological concept is viewed through the lens of the Himdag and Tohono O’odham’s way of life.

**Policies and Expectations:**

**Late work/Make-up Policy**

Work submitted past the due date will have a 10-point deduction for each day, up to 7 days. Late work will not be accepted after 7 days.

Unless prior arrangements are made with the instructor, make-up presentations or exams will only be provided in the case of an excused absence with documentation.

**Attendance Policy**

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious

observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

### **Incomplete Policy**

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### **Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

### **Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

### **Special Withdrawals (Y) Grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

### **Equal Access Statement/Disability Accommodations**

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply

with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

### **Title IX**

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

### **Conduct: Bias, Bullying, Discrimination and Harassment**

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

### **Course Outline:**

The following outline covers the topics that must be covered to meet the course objectives. The speed at which we cover the topics may change depending on the needs and interest of the class.

Week	Date	Topics	Assignment Due	Readings
1	1/14	Course Introductions & Scientific Method		Ch. 1, 2
2	1/21	Nervous System	Quiz 1	Ch. 3
3	1/28	Sensation & Perception Position topic discussion	Quiz 2	Ch. 5
4	2/4	Development Literature search	Quiz 3	Ch. 9
5	2/11	Learning & Memory	Quiz 4	Ch. 6, 8
6	2/18	Cognition	Quiz 5	Ch. 7
7	2/25	Review for Mid-term	Position paper draft	
8	3/3	<b>Mid-term Exam</b>		
9	3/10	Emotion & Motivation Position paper feedback	Quiz 6	Ch. 10
Spring Break – No Class				
10	3/24	Sleep & Personality	Quiz 7	Ch. 4, 11
11	3/31	Personality cont. & Attitudes	Quiz 8	Ch. 11, 12
12	4/7	Position Presentations	Position paper final	
13	4/14	Stress & Disorders	Quiz 9	Ch. 14, 15
14	4/21	Disorders con. & Treatment	Quiz 10	Ch. 15, 16
15	4/28	Review for Final		
16	5/5	<b>Final Exam</b>		

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.