



Syllabus: *PSY 101-Introduction to Psychology*

Course Information	
Course Prefix/Number: PSY 101-1	Credit Hours: 3
Semester: Fall 2019	Course Title: Introduction to Psychology
Class Days/Times: M & W @1:00-2:15pm	Room: MAIN-Gewkdag Son Ki, GSK #2

Instructor Information Dr. Marcia Valadez, EdD, MSW, LICSW	Phone : Voice/Text (651) 247-9313/ (520) 383-0331 x 1031 Email: mvaladez@tocc.edu Office location: Ha-Mascamdah Ha-Ki #104 Office hours: M 9-10, 11:45-1:00 T 10am-1:00; W 11:45am-1:00, 2:30-3:30 Other days and time arranged.
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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:
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:

This course is lecture and activity based. Students are expected to come to class and learn information being presented, willing to ask questions, and ready to engage in classroom activities. Classroom activities may include group work within the class or take-home assignments.

Texts and Materials [Learning resources are posted in Canvas]

C. Peterson (2019). *Tohono O’odham Kekel Ha-mascamakud- Introduction to psychology guidebook*. Version 1.0
 C. Stangor (n.d.). *Introduction to psychology*. Saylor Academy.

Himdag Cultural Component:

Human behavior, 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 and experience.

This course honors the ***Tohono O’odham Core Values (T-So:son):***

Our Beliefs (T-Wohocudadag, Our Wellbeing (T-Apedag), Our Deepest Respect (T-Pi:k Elida), and Working Together (I-We:mta)

Evaluation and Grading:

Points/Grade	Learning Behaviors/Knowledge Guide
90 and above is an A	Excellent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Excellent contribution to individual and group effort.

80 - 89 is a B	Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Good contribution to individual and group effort.
70 - 79 is a C	Fair attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Fair contribution to individual and group effort.
60 - 69 is a D	Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group effort.
Under 60 is Failing	

Course Expectations and Assignments:

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and in-class participation/engagement through discussions and speech demonstrations. Learning assessment consists of weekly discussions/activities, short written assignments, evaluations of students' public speaking presentations, and midterm/final written examinations. Additional assignments (other than below) may be added to allow opportunity for students' mastery during the semester. The total points possible for this course is 100.

Assignment Descriptions

1. Weekly engagement, participation and peer feedback:

2 points per week/32 points possible.

- This includes regular attendance behavior; arriving on time, remaining for the entire class period;
- Providing feedback to peers and exchanging in course topic discussions via preparation and critical thinking. (This may include mini written activities and/or end of week learning evaluations.)

2. Student Presentations:

18 points possible

- Each student will choose a topic of interest from the course topics. They will present a mini-demonstration, discussion, or class activity demonstrating their knowledge and mastery of concepts.
- Students are encouraged to be creative and articulate a topic that they are passionate about. A list of topic/focus suggestions will be provided by the instructor, or the student may propose a topic with instructor consent.
- This assignment includes a 10 to 15-minute presentation and submission of an outline or power point.

- An evaluation rubric guide will also be provided.

3. Written examinations: Midterm (20 points) and Final (30 points)/ 50 pt. total.

These written activities demonstrate learning integration of terms, concepts, theories and strategies associated with course content knowledge, skills, and values.

- Emphasis for the Midterm Exam will be from weeks 1-5;
- The Final Exam will have 2 parts: Part I is a take-home paper, and Part II is in-class. Content is cumulative, but greater emphasis from topics in weeks 8-15

Course Policies and Expectations

Student Participation and Engagement

1) Students are expected to attend all scheduled class meetings (Please refer to course schedule at the end of this syllabus.) This behavior includes arriving on time, prepared to work, discuss and learn; and attending the full duration of the course period. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.

2) Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.

3) If you believe that you will be tardy, must depart before the class is done, or unable to attend a class meeting, please do your best to alert the instructor *prior to the class meeting*.

An accepted absence may include physical illness, school or work-related travel, ceremony/religious observances and practices, or for personal or family emergency. The request for a ‘self-care’ day should be discussed with the instructor. Actual attendance in the class cannot be made-up, although written or speech assignments may be rescheduled with the consent of the instructor. *Bottomline, communication with the instructor is critical to your success.*

4) Cell phones, laptops and iPads must be turned off for the duration of the class unless they are to be used for a learning activity.

5) Food and beverages are allowed in the classroom; students are encouraged to partake discretely.

6) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement.

Incomplete Grade 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. There must be an 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 Withdrawal (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 all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. This process includes the student self-identifying themselves as a student with a disability and being approved for services through the Disability Resources Office (DRO). Through this contact, the DRO will determine appropriate accommodations and it is the student's responsibility to make known to the instructor his or her specific needs within the context of each class in order to receive these 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, Disabilities Resources Coordinator, aosborn@tocc.edu

Academic Honesty

Academic dishonesty is a serious offense because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Plagiarism is one form of academic dishonesty. Plagiarism is copying another person's work or turning in someone else's work. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them in a paper without citations/references. Any idea, even paraphrased ideas, which are used or borrowed, must be given credit by showing the source with an appropriate citation or reference. Any student who violates policies regarding Academic Honesty may receive a failing grade in this course.

Title IX/Conduct: Bias, Bullying, Discrimination & Harassment

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. 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 in the learning environment consisting of the program's institutional setting; field education settings and with their clientele; the program's advisory or field committees; educational and social resources, seminars, and support groups; research or other initiatives, and within the faculty, staff, and student body.

Confidential support and academic advocacy can be found with TOCC Student Services.

Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, persons of color, gays, lesbians, bisexuals and transgender and other diverse and at-risk populations.

- All work is assessed for scholarly writing including: adhering to APA standards, critical content, accurate spelling, grammar, and organization/flow.
- Students are strongly encouraged to utilize college writing support resources to assist in meeting these standards.
- Students should refer to specific evaluation rubrics associated with each assignment.
- Assignments should be submitted in the *Canvas* course portal unless otherwise instructed. A 24-hour grace period from the due date may be granted by the instructor. Otherwise, assignments submitted after the due date, within 7 days, will forfeit 10% of their grade. Assignments submitted after the 7 days will not be accepted and receive 0 points.

Learning Progress Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed. E-mail, phone, and text messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of *Canvas*.

PSY 101 Course Schedule

The following topic description and course schedule provides students with the direction of topics and activities that will be discussed in this course. Depending on the learning needs and interests of students, these activities and assignment dates may change. Updates will be provided in print and through Canvas. The course outline is based on topical areas during the semester which meet the learning outcome requirements for this course. How quickly we get through each topic is based on the needs and interests of the class.

Topic 1: Introduction to the study of psychology. Surveys the history and major fields of thoughts.

Topic 2: Scientific Method. While psychology grew out of philosophy, modern psychology uses the scientific method to investigate human behavior and mental processes. This topic explores the different ways in which psychologist use the scientific method to investigate psychological process.

Topic 3: The biological basis of psychology explores mainly the nervous system of the human body and how it gives way to our physical experience of the world around us.

Topic 4: Sensation and Perceptions. In order to have a conscious experience of our world, we first must be able to sense our surrounding and then understand it through our perceptions. Topic 4 explores the study of sensations and perceptions, and how many times our perceptions are not what we actually sense in the world.

Topic 5: Development. Psychologist have learned over the past several decades that we develop and change through-out the life cycle. This topic section will survey what we know happens at each stage of life and how we change across the lifespan.

Topic 6: Learning. Learning for psychologist is not necessarily what we experience in the classroom but rather how our behaviors change in response to a given experience. This section will explore how behavior change occurs and the rules that govern those changes.

Topic 7: Cognition and memory. One of the unique things about being a human is our ability to do self-reflection, and to consciously remember past experiences and purposely change our behavior and emotions in our current situation based on those past experiences. This ability is so engrained in us that we often do not realize how uniquely human this ability is and has resulted in many of human being success, and unfortunately failures as well.

Topic 8: Emotions and attitudes. While our emotions and our attitudes are poor predictors of our actual behavior, they do determine our experience of those behaviors and situations. They also can gravitate us towards others who will help maintain those emotions and attitudes either for the better or the worst. This section examines how emotions and attitudes are used to govern and determine our experience of a given situation.

Topic 9: Personality and individual differences. Ever wonder what makes you unique? The study of personality and individual differences is the field that tries to answer that particular question. This section will explore how different personality factors shape our individual experience of the world around us.

Topic 10: Social psychology. Humans as a species is one of the most social based species, indeed, most of the higher areas of the human brain is dedicated to processing social information, unlike most other species where their brains mainly focus on processing of incoming stimuli and immediate responses. This section explores how individuals influence others, and how others can influence an individual's behavior.

Topic 11: Abnormal psychology. The last topic of the course will explore how a society determines what is abnormal behavior and the concepts of psychological disorders (including mood disorders, psychosis, anxiety disorders, and personality disorders). Some emphasis will be placed on the identification and treatment of different disorders.

Week/Date	Weekly Topic*	Preparation Activities** <i>Additional activities may be posted in Canvas</i>	Assignments
Week One 8/19, 21	-Course Introductions -Setting the Stage for Learning -Scientific Methods in Psychology	Read: Peterson: pp. 3-22	8/21 Be prepared to discuss pp. 3-6 Scientific Psychology and the Tohono O'odham Kekel Hamascamakud T-So:son (Our Core).

Week Two 8/26, 28	-Biological Basis -Stress and Health	Read: Peterson: Chpt 3-4	
Week Three 9/2 NO CLASS 9/4	Sensations and Perceptions Motivations	Read: Peterson: Chpt 5-6	
Week Four 9/9, 11	Life-Span Development Case studies	Read: Peterson: Chpt 7	
Week Five 9/16, 18	Life-Span Development Case studies	Read: assigned	[Midterm Exam distributed – content includes weeks 1-5]
Week Six 9/23, 25	Life-Span Development Case studies or FIELD TRIP Learning Theory	Read: assigned	
Week Seven 9/30, 10/2 NO CLASS Fall Break			
Week Eight 10/7, 9	Cognition and Memory Stress and Cognition	Read: Peterson: Chpt 9	<u>Due: Sunday 10/6</u> Submit Midterm Exam in Canvas
Week Nine 10/14, 16	Social World/Relationships Emotions and Attitudes Motivation and Change	Read: Peterson: Chpt 10- 11	
Week Ten 10/28, 30	Personality and Differences	Read: Peterson: Chpt 12- 13	
Week Eleven 11/4, 6	Social Psychology	Read	
Week Twelve 11/11 NO CLASS Veterans Day		Assigned	

11/13	Catch-up		
Week Thirteen 11/18, 20	Abnormal Psychology	Read: Peterson: Chpt 14 Assigned	Student Presentations (3)
Week Fourteen 11/25, 27	Abnormal Psychology	Assigned	Student Presentations (3)
Week Fifteen 12/2, 4	Abnormal Psychology Psychotherapy & Continuum of Interventions	Assigned	Student Presentations (3) Due: FINAL EXAM Part I Submit in Canvas by 12/8 midnight
Week Sixteen 12/9, 11	In-Class Final Exam Celebrations!		12/9 FINAL EXAM Part II – in class