

	Department: Social & Behavioral Science
	PSYC111W Section ES, CRN: 20309 Introduction to Psychology, 3 Credits
	Spring 2022 Online
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SYLLABUS

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COURSE DESCRIPTION

PSYC111W Psychology (3 Credits)

This is an introductory course which surveys the behavioral science of psychology. Personal and social behaviors are explored through such topics as: consciousness, memory, learning, perception, physiology, sexuality, cognition, abnormal behavior and developmental processes. Applied research assignments are an integral component of this course. Emphasis is placed on analyzing data, and critically examining theories and trends in the field.

PREREQUISITES

None, but ENG120 College Composition (or equivalent) is suggested

REQUIRED TEXTS AND RESOURCES

Textbooks: Psychology, The Science of Behavior, BVT Publishing, R.H. Ettinger, 6th edition

ISBN: 978-1-5178-0150-2

Materials: access to the Internet for on-line research

Browser and Operating System Requirements:

<http://www.ccsnh.edu/students/browser-and-operating-system-requirements>

Note: Unless specified by your instructor, textbooks, materials, and software are available online at <http://www.efollett.com>

- Under “Select your Bookstore,” choose “New Hampshire”
- Under “Select Your Institution,” choose the campus offering the course.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. define psychology, specifically within the context of demonstrating that psychological investigation meets the criteria of being a legitimate scientific discipline
2. critically argue and document how the methods of research used by psychologists are mathematically and scientifically valid, while still adhering to ethical standards
3. identify the functions of the major components of the central and peripheral nervous system
4. identify the major branches of psychology, and describe the primary focus of each branch
5. explain the relationships between heredity and environment, and how these two influences, both individually and in combination, manifest in psychological phenomena
6. describe the psychological importance of sleep, and identify sleep disorders and their causes
7. research current theories regarding how learning takes place and memory is created in the central nervous system
8. identify different types of intelligence, present arguments for the importance of recognizing each type of intelligence, and describe the ways that psychologists measure each different types of intelligence
9. identify in physiological terms the relationship between sensory perception and its interpretation, and how differences in sensory perception and its interpretation in the central nervous system may shape psychological phenomena
10. describe specific examples of neural and hormonal influences on behavior
11. identify and define major recognized psychological disorders, and list symptoms and

- potential treatments of each disorder
12. differentiate between clinical behavioral disorders and “normal” eccentricities
 13. provide the mechanisms by which emotional stress may produce physiological disorders
 14. identify and describe personality assessment tools, and critique their accuracy
 15. provide “real world “examples from past and current events, of how the concepts of social psychology manifest themselves in human interaction
 16. describe the physiological mechanisms that may contribute to aggressive behavior in humans

METHODS OF INSTRUCTION/LEARNING ACTIVITIES:

Discussion boards: Students are required to post to three discussion board forums and reply to at least one post of another student. Because the discussion boards expect students to share personal experiences or personal opinions regarding topics related to the course, they will not be assigned graded points. However, the posts will receive feedback commentary from the instructor, and they must be completed before a student will be permitted to work on succeeding graded objects.

Tests: The course will use textbook readings as the primary basis for students’ preparation for the bi-weekly tests. Students are permitted and encouraged to use additional outside sources to assist them in completing and learning from the tests. Students will be permitted two attempts for each test, retaining the higher score.

Research assignments: Students are expected to leverage multiple on-line resources to further investigate topics introduced in the textbook readings, and use researched information to provide original, insightful perspectives of each research assignment. It is expected that students will expand their understanding of pivotal and evolving psychological investigation via online research, with the intent to broaden each topic beyond what is presented in the textbook.

METHODS OF ASSESSMENT:

Graded objects:	Points:	Percent of Grade:
Research assignments	6 @ 50 points each = 300	52%
Bi-weekly tests on assigned readings	7@ 40 points each = 280	48 %
Total	580 points	100%

*Standardized Grading Scale:

- A 93.33 – 100.00
A- 90.00 – 93.32

B+	86.67 – 89.99
B	83.33 – 86.66
B-	80.00 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70.00 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60.00 – 63.32
F	Below 60.00

COURSE EXPECTATIONS:

In college-level courses, instructors have common expectations of their students: specifically, that students have a high degree of self-motivation, that students have a personal interest in learning the material that the course addresses, and that students, as responsible learners, are highly respectful to one another. It is also expected that students possess basic competence in the functional use of digital technology. The following list includes other common expectations, specifically that students:

- Have easy, continuous access to a computer
- Have access to the Internet, preferably via a high-speed connection
- Be able to search for credible information online, have some facility for narrowing searches, and begin to differentiate among the levels of “legitimacy” of online information
- Use word processing software (Microsoft Word, or Open Office Writer are preferred)
- Be able to compose, send, receive, and reply to emails related to their courses, and track their email correspondence
- Know how to attach files to emails and discussion board posts when appropriate
- Be capable of downloading and opening files, manage stored files, and recognize the characteristics of popular computer file types

POLICIES

Students registered for WMCC courses must comply with all policies and guidelines in the *Student Handbook* and other college publications, including those related to civil rights, disabilities services, harassment, and plagiarism. For more information, refer to

<http://www.ccsnh.edu/online-learning-policies>

Academic Integrity and Plagiarism

Students must abide by the academic-honesty policy as defined in WMCC's *Student Handbook*.

Discrimination Policy

White Mountains Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, political affiliation, veteran status, sexual orientation, gender identity or expression, or marital status. This statement is a reflection of the mission of the Community College System of NH and White Mountains Community College and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Melissa Laplante, Room 309, at mlaplante@ccsnh.edu or 603-342-3086, Berlin Campus or Melanie Robbins Director of the Academic Centers, at mrobbins@ccsnh.edu or (603) 342-3093; or to the CCSNH Title IX Coordinator, 26 College Drive, Concord, NH 03301, (603) 230-3500. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, Region 1, 1875 JFK Federal Building, Boston, MA 02203, (617) 565-1340; the NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301, (603) 271-2767; and/or the Equal Employment Opportunity Commission, JFK Federal Building, Boston, MA 02203, (617)565-3200.

Netiquette

Students must obey [CCSNH Netiquette](#) as articulated on the CCSNH website:

<http://www.ccsnh.edu/students/netiquette-at-ccsnh>

Course Withdrawal/Refund

A full-semester course must be dropped by notifying the Registrar's Office prior to the end of the *fourteenth* calendar day of the semester in order to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit a DROP form to the Registrar's Office but no refund will be granted. *Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade.* Officially dropping a course prior to the completion of 60% of the scheduled duration of a course will result in a grade of "W". After that time, a grade of "WP" or "WF" will be issued depending on the student's standing at the time of

the drop. Note: Dates are prorated for courses offered in an alternative format; contact the Registrar for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund.

Dates for the **Spring 2022** full semester are as follows:

Spring 2022

Last day to drop with a full refund for full semester courses is January 31

**Last day to withdraw with a grade of "W" from full semester courses is
March 28**

Participation and Attendance

Online Course Attendance

Attendance in online education is vital to the success of the course. Students must actively participate in the online course room at least two times during the add drop period. If students do not adhere to the online education attendance policy they will be automatically dropped from the class.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Communication

Modules will identify assigned research assignments and upcoming tests. They will indicate the due dates for assignments and tests. Students should read those descriptions very carefully, since they contain critically valuable information for successfully addressing each unit's graded objects.

There will be additional announcements posted regularly throughout the term. These announcements will address topics to assist students with other course-related issues or identify "exceptional" events in the courses' progression.

Course distribution-list emails will be sent out, usually once a week, to remind students of unit obligations, and/or issues unique to that week's works.

Emails to individual students will be sent on an as-needed basis.

If a student has issues that cannot be resolved effectively by email, they will be invited to provide a phone number for a follow-up phone conversation.

Instructor's Grading Policy and Timeframe

Research papers are due by the end of the two-week period in which they are assigned, though they may be submitted earlier within that period. Instructor will grade and provide constructive feedback for all submitted papers.

Tests are due within the two-week period for which they are assigned, auto-graded, and scores will appear in the Canvas Gradebook, usually within an hour of submitting a unit test (or its re-take.)

Late Work, Revisions, and Extra Credit

Research papers and tests must be submitted by their latest due date. Students will be reminded to take advantage of the two-week window for each and thus not risk missing the deadlines.

Incomplete Grades

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) because of extraordinary circumstances, such as serious illness, death in the family, or the like. The grade is applied only in those instances when the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- The end of the third week in the spring semester for a grade issued in the fall semester
- The end of the third week in the fall semester for a grade issued in the summer term
- Three weeks from the earliest start date of the summer term for a grade issued in the spring semester

Should the student fail to complete the work within the designated period, the grade will automatically become an F. The Vice President of Academic Affairs may make exceptions to the above deadlines.

Incomplete grades will not be included in the computation of Grade Point Average. An incomplete grade may affect a student's financial aid. Students should contact the Financial Aid office on their campus for further information.

Online Participation

As an on-line course, students enjoy some flexibility in determining when to submit assigned research papers and take tests. But as detailed in the section of this syllabus that addresses late work, it is obligatory that these graded objects be completed by their respective deadlines. For that reason, it is critically important that students read the course syllabus, all relevant posted

announcements, and emails of each weekly unit to avoid the compromise of grade and learning that occurs from succumbing to a “just in time” strategy for submitting course work.

COURSE TIMETABLE

Week	Dates	Topic	Assignment Due	Targeted Outcomes
Week 1	January 18 – January 23	psychology origins and its methodologies	Required reading: Textbook <i>Chapter 1: The Origins of Psychology and Chapter 2: The Methods of Psychology</i>	1,2,4
Week 2	January 24 – January 30	the anatomical structures and physiological mechanisms of behavior	Required reading: Textbook <i>Chapter 3: The Biology of Behavior</i> Test 1: Chapters 1-3 Discussion board 1: Introduce yourself and your course expectations	3
Week 3	January 31 – February 6	relationship of external stimuli to nervous system perception	Required reading: Textbook <i>Chapter 4: Sensation and Perception</i> Assignment 1: The Biological Foundations of Psychology	3,9
Week 4	February 7 – February 13	significance of sleep and dreaming	Required reading: Textbook <i>Chapter 5: Sleep, Dreaming and Consciousness</i> Test 2: Chapters 4 & 5	6
Week 5	February 14 – February 20	what are the biological mechanisms by which learning occurs	Required reading: Textbook <i>Chapter 6: Learning and Behavior</i> Assignment 2: Sleep Disorders	3,7
Week 6	February 21 – February 27	how are memories created, stored, and retrieved	Required reading: Textbook <i>Chapter 7: Memory</i> Test 3: Chapters 6 & 7	3,7
Week 7	February 28 – March 6	nervous system and endocrine system influence on mood and behavior	Required reading: Textbook <i>Chapter 8: Motivation</i> Assignment 3: How Memory Is Created and Retrieved	5, 10
Week 8	March 7 – March 13	how emotional stress can cause disease	Required reading: Textbook <i>Chapter 9: Emotion and Stress</i> Test 4: Chapters 8 & 9 Discussion board 2: Artificial	10,13

			Intelligence, Friend or Foe?	
Spring Break	March 14 – March 20			
Week 9	March 21 – March 27	strategies for effective language skills and learning	Required reading: Textbook <i>Chapter 10: Cognition – Thinking and Language</i> Assignment 4: Emotion and Stress	7,8
Week 10	March 28 – April 3	how heredity and genetics influence development	Required reading: Textbook <i>Chapter 11: Development 1– Conception Through Childhood and Chapter 12: Development 2- Adolescence to the End of Life</i> Test 5: Chapters 10-12	1,5
Week 11	April 4 – April 10	defining intelligence, measuring intelligence, and its manifestation	Required reading: Textbook <i>Chapter 13: Intelligence</i> Assignment 5: Epigenetics	5,7,8
Week 12	April 11 – April 17	theories of personality and assessing personality traits	Required reading: Textbook <i>Chapter 14: Personality – Theories and Assessment</i> Test 6: Chapters 13 & 14	12,14
Week 13	April 18 – April 24	clinical psychological disorders, their identification, and potential treatments	Required reading: Textbook <i>Chapter 15: Behavioral Disorders and Chapter 16: Treatment of Behavioral Disorders</i> Assignment 6: Personality Theories and Assessment	10, 11,12
Week 14	April 25 – May 1	the relationship between social norms and behavior	Required reading: Textbook <i>Chapter 17: Social Psychology</i> Test 7: Chapters 15-17 Discussion board 3: Most important course take-aways	5,10, 16
Week 15	May 2 – May 7	reflection of how all of this course’s topics are relevant to current news	Course wrap-up, final course communications End-of-course survey completion is required	1,15

Prepared by: _____ Date: _____

Approved by Program Coordinator or Department Chair:

Signature: _____ Date: _____