

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: PSYC 103

Year: 2020-2021

Course Title: Introduction to Psychology

Credit Hours: 3

I. Course Description:

This course provides students with a basic understanding of the scientific study of mental processes and behavior. Prevalent psychological theories and research will be introduced. Topics may include: psychological research, biology and behavior, sensation, perception, learning, memory, cognition, development, emotion, motivation, personality, mental disorders, therapy and social psychology. An honors offering is available. PSYC 103 fulfills the SUNY General Education Social Science requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120, 121, and 122; prior completion of, or concurrent enrollment in, RDNG 116 if required by placement assessment. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. PSYC 103 is a required course in many degree programs and is the prerequisite for 200-level psychology courses. The course is appropriate for anyone with an interest in human behavior. |
| 2. Students should check their Tompkins Cortland e-mail accounts regularly for messages from the instructor. |
| 3. Students need basic computer skills. |
| 4. Required readings may be in print or from on-line resources. |
| 5. This course can be used to fulfill a liberal arts or a social science elective requirement. |
| 6. Some sections of the course may charge a fee for using an Open Educational Resource instead of a printed textbook. |

III. Student Learning Outcomes

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

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| 1. Demonstrate understanding by describing the methods psychologists use to explore social phenomena including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical and interpretive analysis.
NOTE: There will be no mathematical analysis completed. |
| 2. Demonstrate knowledge by describing major concepts, models and issues of psychology. |
| 3. Identify, analyze, and evaluate arguments as they occur in their own or others' work. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

In this course, students will write in various formats, (essays, note taking, and correspondence) and for various purposes (informing, explaining, persuading, defending, and teaching). For sections of this course that require a research paper or

project, students will be required to locate and use relevant databases, research, and theory, to plan and interpret research studies, and evaluate the appropriateness of conclusions derived from psychological research. Assignments (journal entries, essays, projects, and presentations), videos, tests, and activities will require a personal application of academic concepts and principles. Students will identify and apply psychological concepts, theories, and research findings appropriate to the challenges of everyday life. They will examine (through tests, papers, etc.) the basic characteristics of the science of psychology and different research methods used by psychologists to study human behavior. They will learn to identify and explain the primary objectives of psychology as a science: describe, understand, predict, and control behavior and mental processes.

Social/Global Awareness

Students will increase their knowledge of commonly used psychological modes of inquiry and be exposed to their application to issues and events of the contemporary world when they read about research studies, historical events, case studies, etc. in their psychology textbooks.

Information Management

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Psychology as a science and a discipline
2. The major psychological perspectives (behavioral, biological, evolutionary, cognitive, humanistic, psychodynamic, socio-cultural) used to explain mental processes and human behavior
3. Basic research methods used in the discipline
4. The concepts of nature and nurture
5. Sensation & perception
6. Consciousness
7. Learning
8. Memory
9. Cognition/Intelligence
10. Development (physical, cognitive, social, emotional and personality)
11. Emotion & motivation
12. Personality
13. Mental disorders
14. Therapy
15. Social psychology

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Written assignments (includes but is not limited to in-class writing, journaling, application assignments, research papers, special projects, on-line discussions).	20-80%
2. Attendance	0-20%

3. Class participation	0-20%
4. Tests and/or exams	0-80%
5. Presentations	0-10%
Instructors are strongly encouraged to create and use grading rubrics for assignments.	

VII. Texts

- 1. Required in some sections:** Open Educational Resources such as Carnegie Mellon Open Learning Initiative, Introduction to Psychology (oli.cmu.edu)
- 2. Required in some sections:** *PSYCH*. Rathus, Spencer A. Cengage Learning, Latest edition.

VIII. Bibliography of Supplemental Materials

- <https://www.apa.org/education/undergrad/curriculum>
- "Teaching of Psychology in Secondary Schools" in *American Psychologist*
APA has a whole special interest page on secondary school. See: <https://www.apa.org/ed/precollege/topss>
- Teaching of Psychology* Peer-reviewed journal.
The Library has full text available for only 1975-2011.
- APA College Dictionary of Psychology*, 2nd ed. www.apa.org
- Teaching Introductory Psychology: Survival Tips From the Experts*. www.apa.org
- Library Use: Handbook for Psychology*. 3rd ed. www.apa.org
- Teaching Gender and Multicultural Awareness: Resources for the Psychology Classroom*. www.apa.org

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

- Audiovisual:** Some on-line textbooks ask students to watch streamed videos and YouTube clips, etc.
Podcasts/radio shows: *Hidden Brain*, *Invisibilia*, the BBC and the Australian version of *All in the Mind*.
- Electronic:** It is advisable for students to access LMS online materials with a computer. Some sections require students to access resources using Adobe Flash; internet browsers need to be updated, and the recommended browser is Google Chrome. Mobile devices are typically not compatible with uploading assignments and viewing materials such as videos in flash format. For online resources, access to a high speed internet connection is needed.
- Other:** None specified.

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity*

for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.