Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: PSYC103 **Year: 2025-2026**

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 section may be offered. PSYC103 fulfills the SUNY General Education Social Science requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL100 or ESL 120, 121, and 122. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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:

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 Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☒ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

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.
3. Identify, analyze, and evaluate arguments as they occur in their own or others' work.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: Liberal Arts & Science-Social Science A. S.
PLO 1: Communicate effectively taking into consideration audience & purpose.
Course SLO 3: Identify, analyze, and evaluate arguments as they occur in their own or others' work.
PLO 3: Investigate a question using the research process of at least one social science discipline
Course SLO 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.
Course SLO 3: Identify, analyze, and evaluate arguments as they occur in their own or others' work.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s): 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
3: Identify, analyze, and evaluate arguments as they occur in their own or others' work.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Social Science
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Describe major concepts and theories of at least one discipline in the social sciences.

Course SLO 2: Demonstrate knowledge by describing major concepts, models and issues of psychology.

SUNY SLO: Demonstrate an understanding of the methods social scientists use to explore social phenomena.

Course SLO 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.
Course SLO(s):

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

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 – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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

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

VIII. Bibliography of Supplemental Materials

1. https://www.apa.org/education/undergrad/curriculum
2. "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
3. *Teaching of Psychology* Peer-reviewed journal. The Library has full text available for only 1975-2011.
4. *APA College Dictionary of Psychology*, 2nd ed. www.apa.org
5. *Teaching Introductory Psychology: Survival Tips From the Experts*. www.apa.org
6. *Library Use: Handbook for Psychology*. 3rd ed. www.apa.org
7. *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 or similar propgrams; 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 their 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 their own. If the student uses the words or ideas of someone else, they 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.