



PSYCHOLOGY: The Human Experience

NAME OF COURSE:	Introduction to Psychology
COURSE #:	PSY100.910
FACULTY:	Heather LaCost
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TIMELINE:	All three exams must be completed by August 6th, 2008 , regardless of when you start the course. If you have questions or concerns about meeting this deadline, contact the instructor immediately. You are not able to take the first exam until after the first day of classes on May 27th .

COURSE DESCRIPTION: This course is a survey of the study of human behavior with emphasis on the scientific methods of contemporary psychological investigation. Topics include an introduction to: biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development, personality, abnormal behavior and its therapies, social behavior and individual differences.

COURSE OBJECTIVES: This course is designed to provide the student with the opportunity to:

1. Explain methods utilized in conducting psychological research.
2. Explain major theories and models of psychology.
3. Explain the biological and psychological factors related to growth and development.
4. Explain the major systems in physiological psychology.
5. Outline the history of psychology including the contributions of major scientists.
6. Summarize learning theories including theories related to behaviorism, cognitive psychology, intelligence and information processing.
7. Describe various psychological disorders, causes and treatments.

**TEXTBOOKS &
MATERIALS:**

Both a textbook and the telecourse study guide are required and are available from Waubonsee's Sugar Grove (Dickson Center) and Aurora campus bookstores and online at <http://waubonsee.collegestoreonline.com/>. Make sure you get the TELECOURSE study guide. It lets you know how to navigate the course, gives a set of objectives for each video, reading assignments, an overview, as well as some study questions. The books for the course are as follows:

- A. [Hockenbury & Hockenbury, Psychology 4th ed., Worth, N.Y. 2006. ISBN: 0-7167-6446-6](#)

- B. [Telecourse Student Guide to accompany Psychology: The Human Experience](#). Coast Learning Systems. Worth, NY, 2006. 4th ed., ISBN: 0-7167-7350-3 (TELECOURSE study guide)
- C. [Optional Text: Study Guide for Psychology](#), Cornelius Rea, Worth, N.Y. 2006. ISBN: 0-7167-6926-3 (TEXT study guide).

TESTS:

Tests will be available on [May 27th](#) and can be taken at the [Waubonsee Assessment Center](#) on either the Sugar Grove campus (Collins Hall, Room 137), or at the Aurora campus (Room 110). You will be required to show a photo ID before you are allowed to test.

The tests are computerized and are accessed by logging in to the WebCT. It is recommended that Telecourse students log in prior to testing. Login directions are available at <http://www.waubonsee.edu/onlinecourses/list/pdfs/GuideToWCCOnlineLoginProcedures.pdf> If you need further assistance please contact the Distance Learning Office at 630-466-5711.

Be prepared to leave your textbooks, notes, handbags, coats, etc., with the room proctor while taking the test. Testing for this course is being done using a computer. You will find the computerized testing format both easy and non-threatening to use. Using the computerized approach to testing will allow you to receive your score immediately upon completion of the exam.

Please note there are TWO study guides: the study guide that accompanies your text (optional) and the telecourse study guide. Refer to the Telecourse Study Guide by Hutchins to know how to study both the text and telecourse videos. The tests should be taken after completing the following units in the TELECOURSE study guide:

<u>Tests #</u>	<u>Material</u>	
1	Study Guide Units 1 - 9	see study guide for
2	Study Guide Units 10 - 18	corresponding chapter
3	Study Guide Units 19 - 26	readings & tapes to view

There are three (3) 75 question multiple-choice tests. The tests cover material from the text and tapes, so both should be studied thoroughly utilizing the study guides. Questions on the test will be using the vocabulary of the textbook, so make sure you understand the textbook concepts and terminology. Each test is of equal weight in determining your final grade.

HOW TO SUCCEED:

For many of you this will be the first time you have taken an independent study course. This course was designed to allow students to earn college credit by fitting the course into their schedule.

Successful students are the ones who read the text and watch the videos on a regular schedule. In other words, they approach this course much the same way they do their other courses in that they do something each week instead of trying to watch all the videos at the end of the semester. For many students the flexibility is an exciting new way to earn college credit, while for others it is a disaster. If you find you are having difficulty getting the work done or are struggling with the course, please give me a call at 630-466-2465

or e-mail me at hlacost@waubonsee.edu. I might be able to give you some help.

Another study aid you may want to utilize is the publisher online website at <http://bcs.worthpublishers.com/hockenbury4e/> . Just register as a student by providing an e-mail address and a password. It is free and will give you access to electronic flashcards, quizzes, interactive activities, etc. which will provide a more active way to study and prepare for the tests.

**ACCESS TO
THE COURSE:**

This course consists of viewing 26 one-half hour video segments, doing the assigned reading and, of course, taking the tests. There are no class meetings scheduled, so you will be working on your own.

The Distance Learning Office has sets of telecourse videos on DVD. Students are invited to visit or contact the Distance Learning Office to borrow a full box set for no extra fee. If a student is unable to come to the Sugar Grove campus to pick up a set of videos, arrangements can be made to mail the set.

The Distance Learning Office can be found on the Sugar Grove campus in Collins Hall room 145. Feel free to call them at 630-466-2402 if you have any questions. The Distance Learning Staff is available Monday 8:00 a.m. to 4:30 p.m., Tuesday through Friday 8:00 a.m. to 8:30 p.m., and Saturday 8:00 a.m. to 4:30 p.m.

Please feel free to contact me if you have any questions. The quickest way to get in touch with me is by e-mail at hlacost@waubonsee.edu. You can also call me at 630-466-2465. If I am not available when you call, you may leave a message and I'll get back to you as quickly as possible.

GRADING POLICY:

Your grade will be determined according to the total number of points you receive on the three (3) exams. There is a maximum of 225 points.

<u>Grade</u>	<u>Total Points</u>
A	202 – 225
B	180 – 201
C	148 – 179
D	115 – 147

PLEASE NOTE!

You may retake the first test if you are unhappy with your performance as you adjust to taking telecourse tests. Your second test score is the score that will count in your final grade. Your 2nd and 3rd test may not be retaken.

All students are expected to complete the course on or before [August 6th](#) even if you register late in the semester.

If you fail to complete all three tests within this time and have not contacted the instructor and received confirmation for an extension, you will be issued an F as a final grade.

You may withdraw from the course by contacting Admissions and Records office before **August 4th**.

If there are special extenuating circumstances for which you have documentation for why you cannot complete the course by **August 6th** and it is past the withdrawal date above, you may contact the instructor to request a grade of 'I' (incomplete). With the instructor's approval, this option will allow you an extension to complete the course work.

A request for an extension (via I grade) or withdrawal must be in writing, with documentation, by e-mail at hlacost@waubonsee.edu , fax (630) 466-9102, or regular mail before August 6th. In your request you need to include: your special circumstances and documentation, whether you are requesting a withdrawal or an I grade, how much time you would like for an extension, and a contact e-mail or phone number where I can reach you to confirm your request. You will receive a call or e-mail from me confirming if I have or have not accepted your request. If you do not receive a confirmation call or e-mail from me, it means that I did not receive your request and you will need to resubmit it. All extensions are at the instructor's discretion.

If you do receive an extension for the course and wish to receive your grade before the end of the semester in which you complete the course, you must request it from the instructor in writing.

Extra Credit:

Students may complete an extra credit assignment to earn a maximum of 15 extra credit points. Attached is an additional sheet that explains the requirements of the assignment, which involves a book review. Students must complete the assignment and submit the assignment via e-mail no later than **August 1st**. No late assignments will be accepted. If students do not receive an e-mail confirming the assignment was received, then they must submit the assignment again prior to the **August 1st** deadline and receive an e-mail from the instructor confirming it was received. It is not considered a submitted assignment until they receive confirmation via e-mail that the assignment was received.

Instructions for the assignment are included in this syllabus. Please be sure to carefully read the instructions or your assignment may not be accepted.

Key Concepts /Areas to Study

Here are some key concepts to study. Everything in your chapters could still appear on the test.

Exam 1

Perspectives in psychology (cognitive, psychodynamic, humanistic, behavioral)
Scientific Method (empirical evidence, hypothesis, theory, operational definition, replication, placebo)
Naturalistic Observation
Survey
Representative Sample
Positive and Negative Correlations
Independent and Dependant Variables
Experimental and Control Groups
Practice Effect
APA Ethical Guidelines
Parts of the Neuron and their function
Action Potential
All-or-none law
Neurological Diseases (Alzheimer's disease, multiple sclerosis)
Branches of the Nervous System
Endocrine Glands
Lobes of the Brain
Parts of the brain (Hippocampus, amygdale, thalamus, hypothalamus, etc.)
Absolute Threshold, Difference Threshold
Parts of the eye (pupil, cornea, iris, retina, etc.)
Process of Color Vision
Blind Spot
Sensory Receptors for hearing, tasting, smelling
Vestibular and Kinesthetic senses
Gestalt Principles of Organization
Perceptual Constancies
Circadian Rhythm
Stages of Sleep (REM and Non-REM)
Sleep Disorders
Hypnosis
Drug Abuse
Types and characteristics of drugs
Classical Conditioning
Operant Conditioning
Positive and Negative Reinforcement
Punishment
Shaping
Schedules of Reinforcement
Learned Helplessness
Modeling
Sensory, Short-term, and Long-term Memory
Chunking
Episodic, Semantic and Procedural Memory
Explicit and Implicit Memory

Flashbulb Memories
Interference Theory
Eyewitness testimony
Retrograde and Anterograde Amnesia
Peg-word method and method of loci

Exam 2

Natural Concept/Formal Concept
Prototype
Heuristics
Insight
Functional Fixedness
Confirmation Bias
Intelligence Testing (Stanford-Binet, WAIS)
Achievement Tests
Aptitude Tests
Standardization
Multiple Intelligences
Intellectual Potential
Stereotype Threat
Convergent vs. Divergent Thinking
Theories of Motivation (Arousal Theory, James-Lange, Cannon-Bard, Drive Theory)
Homeostasis
Satiation
Eating Disorders
Self-actualization
Intrinsic vs. Extrinsic Rewards
Achievement Motivation
Polygraph
Evolutionary Psychology
Facial-feedback hypothesis
Zygote, Embryo, Fetus
Genes and Chromosomes
Periods of Prenatal Development
Teratogen
Neonatal Reflexes
Temperament
Attachment Theory
Piaget's Stages of Development
Zone of Proximal Development
Erikson's Stages of Psychosocial Development
Kohlberg's Theory of Moral Development
Gilligan's Model of Moral Development
Gender
Male vs. Female Brain Differences
Sexual Orientation
Sexuality Throughout the Lifespan
Dyspareunia
Paraphilia

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Sexually Transmitted Diseases
AIDS/HIV
Marriage
Personality
Perspectives in Psychology (trait, psychoanalytic, behavioral, social cognitive)
Id, Ego, Superego
Unconscious, Preconscious, Conscious
Freud's Psychosexual Stages
Neo-Freudians
Carl Jung, Collective Unconscious
Karen Horney, Neurotic Trends
Alfred Adler, Inferiority Complex
Humanistic Psychology
Carl Rogers, Unconditional Positive Regard
Albert Bandura, Self-Efficacy
Traits
The "Big Five" Personality Traits
Behavioral Genetics

Exam 3

Person Perception
Blaming the Victim
Just-world Hypothesis
Fundamental Attribution Error
Prejudice and Discrimination
In-group versus Out-group
In-group Bias
Jigsaw Classroom Technique
Conformity
Normative and Informational Social Influence
Stanley Milgram's Obedience Study
Altruism
Diffusion of Responsibility
Social Loafing
Social Facilitation
Deindividuation
Persuasion Techniques (Foot-in-the-Door, Door-in-the-Face Technique)
Stress
Social Readjustment Rating Scale
Daily Hassles
Marginalization
Acculturative Stress
Stress Responses- (General Adaptation Response, Fight-or-Flight Response)
Corticosteroids
Control and Stress
Optimistic vs. Pessimistic Explanatory Style
Stress Contagion Effect
Coping, Distancing
Psychopathology

DSM-IV-TR

Anxiety, Panic Disorder, Panic Attacks, Generalized Anxiety Disorder

Specific Phobias, Agoraphobia

Mania

Obsessive-Compulsive Disorder

Posttraumatic Stress Disorder

Major Depression, Bipolar Disorder

Antidepressant Medications

Dissociative Identity Disorder

Dissociative Amnesia, Dissociative Fugue

Personality Disorders (Paranoid, Histrionic, Schizotypal, Dependent, Borderline, Antisocial, etc.)

Schizophrenia (Catatonic, Paranoid, Disorganized, Undifferentiated)

Psychotherapy, Psychoanalysis

Transference

Client-Centered Therapy

Systematic Desensitization

Virtual Reality Therapy

Token Economy

Rational-Emotive Therapy

Psychotropic Medications

Tardive Dyskinesia

Bipolar Disorder

SSRI's

ECT



PSY100 - Introduction to Psychology
Extra Credit Assignment- Book Review

An extra credit assignment is available to any students interested in the opportunity to explore a topic in psychology in greater depth. The purpose of this assignment is to help further stimulate interest and thinking in psychology.

Students have the option to earn a **maximum of 15 extra credit points**. Your paper will be granted points based on the clarity, accuracy, completeness, and overall quality.

- 1) Read one of the books on the attached list or contact the instructor for special permission for a book.
- 2) Summarize the key points of the book.
- 3) Discuss how the author arrives at his/her conclusions.
 - a. Are they based on findings using the scientific method (ex. experiments, studies, etc.)?
 - b. Are they based on the author's personal experiences, case studies, ideas?
 - c. How would you rate the quality of the author's conclusions?
 - d. Do you agree or disagree with the author's key points and conclusions? Why or why not?
 - e. Would you recommend this book to others? Why or why not?

Type up your review of the book in a 3-4 page paper, double-spaced, 10-12pt font. Be sure to include the complete reference for your book.

If your book is not on the list that follows **you must discuss your book choice with the instructor and have it approved prior to beginning this assignment.** If you are interested in a particular topic and would like a book recommendation, please ask the instructor for assistance. I am happy to make recommendations.

Students with any questions about this assignment are strongly encouraged to discuss them with the instructor. Happy Reading and Exploring!

Influence : science and practice / Robert B. Cialdini.

Cialdini, Robert B.
New York : HarperCollinsCollegePublishers, c1993
BF774.C53 1993

The hurried child : growing up too fast too soon / David Elkind.

Elkind, David, 1931-
Reading, Mass. : Addison-Wesley, c1988.
BF723.S75 E44 1988

Intelligence reframed : multiple intelligences for the 21st century / Howard Gardner.

Gardner, Howard.
New York, NY : Basic Books, c1999.
BF432.3.G378 1999

Galen's prophecy : temperament in human nature / by Jerome Kagan with the collaboration of Nancy Snidman, Doreen Arcus, J. Steven Reznick.

Kagan, Jerome.
New York, NY : Basic Books, c1994.
BF723.T53 K34 1994

The nurture assumption : why children turn out the way they do / Judith Rich Harris.

Harris, Judith Rich.
New York : Free Press, c1998.
HQ772.H353 1998

Punished by rewards : the trouble with gold stars, incentive plans, A's, praise, and other bribes / Alfie Kohn.

Kohn, Alfie.
New York, N.Y. : Houghton Mifflin Co., c1993.
BF505.R48 K65 1993

The myth of repressed memory / Elizabeth Loftus and Katherine Ketcham.

Loftus, Elizabeth F., 1944-
New York : St. Martin's Press, 1994.
RC455.2.F35 L64 1994

The language instinct / Steven Pinker.

Pinker, Steven, 1954-
New York, NY : W. Morrow and Co., 1994.
P106.P476 1994

Shyness : what it is, what to do about it / Philip G. Zimbardo ; research in collaboration with Paul A. Pilkonis ; therapy in collaboration with Margaret E. Marnell.

Zimbardo, Philip G. Reading, Mass. : Addison-Wesley Pub. Co., c1977.
BF575.B3 Z55

What you can change and what you can't : the ultimate guide to self-improvement / Martin E.P. Seligman.

Seligman, Martin E. P.
New York : Knopf, 1994.
BF637.C4 S45 1994

Our labeled children : what every parent and teacher needs to know about learning disabilities / Robert J. Sternberg and Elena L. Grigorenko.

Sternberg, Robert J.
Reading, Mass. : Perseus Books, 1999.
LC4704.S79 1999

Opening skinner's box: Great psychological experiments of the 20th century.

Slater, Lauren-
BF198.7.S57 2004

The man who mistook his wife for a hat

Sachs, Oliver
RC351.S195 1990