

## Course Syllabus

Course: **Introduction to Psychology 001**

Units: 3

Instructor: Dr. Amy Khasky

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No prerequisites

No corequisites

May be taken a total of 1 time for credit

**Required text and materials:** Psychology in everyday life, 2nd edition, by David G. Myers; ISBN:1-4292-63944-6. You will also need five scantron forms # 882, available from the bookstore.

### General course description

Introduces the areas of history and systems, research methodology, biological bases of behavior, learning and memory, cognition and intelligence, personality, stress and health psychology, behavior disorders (psychopathology) and treatments, human sexuality, child development, life span development, and social psychology.

### Course requirements:

Lecture/Reading, Exams, Research Paper.

1. Lecture/Readings: It is important that you keep up with the reading. You will need to read one chapter per week. In addition, you are responsible for the lectures.

2. There will be 5 multiple-choice exams. Your lowest exam score (of your first four exams) will be dropped. The final cannot be dropped.

Exam #1: 70 pts.

Exam #4: 70 pts.

Exam #2: 70 pts.

Exam #5 (FINAL): 75 pts.

Exam #3: 70 pts.

3. There will be a research paper worth 30 pts. It should be 5 pgs long, not including the title page. Your paper must be type written, double-spaced and include **three references**. The topic will be discussed in class. Refer to the paragraph at the end of this syllabus on academic dishonesty.

### Grading policy

A=85-100%; B=75-89%; C=65-79; D=55-69%; F=54% and below.

## Psychology Student Learning Outcomes (SLOs)

- Illustrate and identify differences between classical and operant conditioning.
- Name the differences in training and orientation between counselors, clinical psychologists, and psychiatrists.
- Demonstrate how emotions influence thinking and vice-versa.
- Explain the relationship between psychology and philosophy.
- Identify and elaborate on the major goals of psychology.
- Compare and contrast the major theories of emotion.
- Describe and illustrate the major components of the mind per Freud.
- Compare and contrast clinical and experimental psychology.
- Differentiate between the major research methods and list advantages and disadvantages of each.
- Describe the anatomy and physiology of the major parts of the brain and nervous system.
- Describe neural transmission and the major of the neuron.
- Explain the meaning of abnormal in psychology.
- Discuss and illustrate heredity verses environment.
- Describe the major factors and theories of intelligence.
- Explain the medical model of mental illness and its advantages and disadvantages.
- Describe and explain the major fields of psychology.
- Describe and discuss the model of human declarative memory.
- Explain and discuss the elements of stress and stress management.
- Explain the role we play when we interact with others.

### **Other important information**

- Please take note of when exams are. Dates of exams may change. It is your responsibility to be aware of any changes in exam dates. Exams cannot be made up. -Be courteous to your fellow classmates by not talking to other students during a lecture or while another student is talking.
- It is disruptive when students walk in late or leave in the middle of class.
- Cell phones are disruptive and should be turned off during class.
- Be sure to drop the class, should you stop attending.

### **Disability Accommodation Statement**

Students with a verified disability who may need reasonable accommodation for this class are encouraged to notify the instructor and contact the DSPS Office or the Office for Special Services as soon as possible. All information will remain confidential.

### **District Academic Dishonesty Policy**

Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

### **Standard of Student Conduct**

I am charged with the responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accordance with the LACCD Standard of Student Conduct. Select forms of disciplinary action appropriate to the misconduct may be taken by me when there is evidence that the student's behavior interferes with classroom instruction.

**The following types of disciplinary action may be taken by an instructor:**

Warning- A verbal or written notice, given to the student by an instructor. Continuation or repetition of the specified conduct may be cause for further disciplinary action.

Removal by Instructor - An instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, the student shall not return to the class from which he or she was removed without the permission of the instructor of the class.

**Attendance policies:** You are expected to attend every class meeting, to arrive on time and stay throughout the class period. You may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceed twice the number of hours the class meets per week.

**Student Success Center:** To further your success, reinforce concepts, and achieve the Student Learning Outcomes (SLOs) for this course, I refer you to the Student Success Center (C Building), where you can enroll in Writing Center and Reading Center tutoring as well as Learning Skills. In addition, free non-credit courses are available. Sign up in

Non-Credit (3<sup>rd</sup> floor of ST Building).

**Chapters and exams** (May be revised, as needed)

February 11 <sup>th</sup> & 13 <sup>th</sup>	Thinking Critically with Psychological Science (Ch.1) Research Methods (Ch.1)
February 18 <sup>th</sup> & 20 <sup>th</sup>	Personality (Ch. 11)
February 25 <sup>th</sup>	<b>Exam #1</b> , covers chap 1 & 11
February 27 <sup>th</sup> & March 4 <sup>th</sup>	Child Development (Ch.3)
March 6 <sup>th</sup> & 11 <sup>th</sup>	Life-Span Development (Ch. 3)
March 13 <sup>th</sup>	<b>Exam #2</b> , covers chap 3
March 18 <sup>th</sup> & March 20 <sup>st</sup>	Conditioning and Learning (Ch. 6)
March 25 <sup>th</sup> & March 27 <sup>th</sup>	Memory (Ch. 7)
April 1 <sup>st</sup>	<b>Exam #3</b> , covers chap 6 & 7
April 3 <sup>rd</sup>	The Biology of the Mind and Consciousness (Ch.2)
April 8 & 10	<b>Spring Break</b>
April 15	The Biology of the Mind and Consciousness cont.
April 17 & 22	Health (Ch 10)
April 24	<b>Exam #4</b> , covers chap 2 & 10
April 29 & May 1	Social behavior (Ch. 14)
May 6 & 8	Psychological Disorders (Ch. 12)
May 13 & 15	Human Sexuality
May 20 & 22	Therapies (Ch. 13)
May 27	Non-instruction Day
May 29	Review

June 3

**Exam #5 (FINAL)** covers chap 14, 12, 13,  
Human Sexuality handout.