

**PSY-1010: Introduction to Psychology
(SHS HIS610)**

Location: Spaulding High School **Semester:** Fall 2021 **Instructor:** Nora Duane **Days & Times:** Daily: Block 4
Faculty Contact Information: nduanshs@buusd.org **Hiring Coordinator for this course:** Kate Hughes

Course Description:

A survey of the basic issues, concepts, theories and methods of psychology. Students will increase their awareness of the scientific approach to understanding human behavior through a study of sensory processes, perception, emotion, motivation, intelligence, learning and personality formation.

CCV Essential Objectives:

1. Discuss the development of psychology as a social science.
2. Analyze how current research in neuroscience influences our understanding of the biological and environmental foundations of behavior.
3. Explore how environmental stimuli are sensed and perceived.
4. Describe the nature of consciousness and its relationship to psychological well-being.
5. Experiment with learning and memory formation and evaluate how intelligence is measured.
6. Understand key milestones in language, cognitive, and socio-moral development.
7. Compare theories of motivation and emotion.
8. Identify psychodynamic, behavioral, social, cognitive, and humanistic theories of personality and discuss the approach each takes to understanding human behavior.
9. Discuss how individuals and groups are influenced in social settings.
10. Evaluate how socio-cultural norms and values shape psychological diagnosis and treatment and discuss the importance of cultural competence in the field of psychology.
11. Demonstrate proficiency in understanding the scientific method and in interpreting and evaluating statistical and other quantitative data as applied to human behavior.
12. Explore career opportunities in the field of psychology and related professions.

Methods:

Teaching methods will include:

- Daily practice work relating to textbook or course content
- Unit discussion/reflection/analysis task related to the course content -either on the discussion board on in a structured in person format
- Unit Summative Assessments
 - Unit Quizzes on course content
 - Unit short answer assessments on course content
 - Unit formal APA writing assessments on course content
- Final Research Paper on a topic of interest in APA format

Textbooks:

- [Online Psychology text adapted by Martha Lally and Suzanne Valentine-French](#)
- [Open Stax Psychology Text](#)
 - [Video on how to set up Open Stax](#)
- [40 Studies that Changed Psychology](#) (replacement cost of damaged or lost book is \$58.00)
- Additional Handouts and supplementary materials, all electronic.

Evaluation Criteria:

1. Daily/Weekly Formative Tasks: 10% of CCV Grade

Students will be assigned daily or weekly formative tasks to introduce content, concepts, and to work and practice with material in all standard areas. These could look like: participation in an in class discussion, group practice work, daily packet completion, exit tickets, or short reflections on content.

While these assignments are formative, and only impact final course performance at CCV, they are an integral part of the learning process, and as such will assist the students in their growth as students of psychology.

2. Weekly Discussion/Reflection Tasks: 25% of CCV Grade.

A weekly discussion board assignment related to course content:

Note: As the semester progresses some of these discussions may transition into a guided in person class discussion, the same expectations would apply and students would be expected to participate in the discussion and complete a discussion prep and reflection notes.

During the weeks that you are assigned a discussion question you will be expected to complete all aspects of that question in addition to answering the assigned question you must also:

- Post your response to the discussion question. As a general guideline, be sure to post at least one to two complete paragraphs depending on the assignment or topic. The required length will be clearly stated.
- Post a question you have either about the reading that week, one of the discussion questions, or a posting by another student.
- Respond to a fellow student's question.
- Respond to any follow-up questions I, the instructor, pose directly to you.

All discussion questions will be responded to in the discussion board forum for that week.

If you complete all of the above, in a comprehensive and insightful manner, while paying attention to the general grading guidelines given below, you can expect to receive a passing grade.

3. Unit Summative Assessments: 50% of CCV Grade.

At the completion of each unit of study there will be a summative assessment to show mastery of skills and content. This could be a quiz, or short answer, or a short formal writing piece, depending on the unit of study. These Unit Assessments are not meant to test your recall on the subject, rather they are designed for you to show your mastery of the application of the material, objectives, and standard as they relate to the study of psychology. Often you will be asked to respond and analyze scientific findings based on the current unit, so you can therefore feel free to use your text when you respond.

4. Final Research paper 15% of CCV Grade.

A final research paper on a topic of interest in psychology with APA citations will be completed by the end of the semester.

Grading Criteria: For CCV Grade/Transcript

A Work: (A+ = 100-98%, A = 97-93%, A- = 92-90%)

- Assignment is carefully and systematically answered.
- Responses illustrate the student has a thorough understanding of the subject matter as evidenced through appropriate use of subject specific vocabulary and key concepts, and the ability to relate the subject matter to their own experiences and /or other areas of knowledge.
- Responses are thoroughly researched and reference (in APA format) scholarly primary and secondary sources.
- Arguments, theories and conclusions are well developed and show evidence of critical thinking and reflection.
- Writing (with a very limited number of spelling and grammar errors) clearly communicates the argument.

B Work: (B+ = 89-87%, B = 86-83%, B- = 82-80%)

- All major pieces of the assignment are responded to.
- Responses illustrate the student understands the subject matter as evidenced through appropriate use of subject specific vocabulary and key concepts; limited ability to relate subject matter to their own experiences and/or other areas of knowledge.
- Responses are researched and reference (in APA format) scholarly primary and secondary sources.
- Arguments, theories and conclusions are developed.
- A small number of spelling and grammar errors may be present.

C Work: (C+ = 79-77%, C = 76-73%, C- = 72-70%)

- Student responds to most elements of the assignment.
- Response illustrates basic understanding of subject matter.
- Limited amount of research and use of primary and secondary sources.
- Arguments, theories and conclusions are not fully developed. Spelling and grammar errors impede the student's ability to communicate the main points of their argument.

D Work: (D+ = 69-67%, D = 66-63%, D- = 62-60%)

- Student responds to some elements of the assignment.
- Response illustrates limited understanding of subject matter.
- Little to no research and use of primary and secondary sources.
- Spelling and grammar errors make it difficult for the student to communicate the main points of their argument.

F Work: (59% or less)

- Student does not respond to the components of the assignment.
- Response does not illustrate an understanding of the subject matter.
- No research or use of primary and secondary sources.
- Spelling and grammar errors make it impossible for the student to communicate the main points of their argument.

Unit Syllabus: (note: Assessments and Assignments subject to change per teacher discretion)

| Unti Topic | CCV Essential Objective | SHS Standards | Assignments |
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| <p>1. Major schools of thoughts and perspectives</p> | <p>#1 Discuss the development of psychology as a social science.</p> <p>#12 Explore career opportunities in the field of psychology and related professions.</p> | <p>History and Research 1 (HR1) <i>1: Development of psychology as an empirical science</i> 1.3 Describe perspectives employed to understand behavior and mental processes</p> | <p>Unit 1 Discussion: Prompt on development of psychology and schools of thought and how these relate to the practice of psychology today.</p> |
| <p>2. Research in Psychology</p> | <p>#1 Discuss the development of psychology as a social science.</p> <p>#11 Demonstrate proficiency in understanding the scientific method and in interpreting and evaluating statistical and other quantitative data as applied to human behavior.</p> | <p>History and Research 2 (HR2) <i>Research methods and measurements used to study behavior and mental processes</i> 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> | <p>Unit 2: Discussion: Prompt on research methods/or analysis of current research findings</p> <p>Unit 2 Quiz: compare and analyze different research methods in psychology</p> |
| <p>3. Neuropsychology: Brain and Biology</p> | <p>#2: Analyze how current research in neuroscience influences our understanding of the biological and environmental foundations of behavior.</p> | <p>SHS Neuropsychology 1 (NEU1) <i>1: Structure and function of the nervous system in human and non-human animals</i> 1.3 Differentiate between the structures and functions of the various parts of the central nervous system</p> <p>SHS Neuropsychology 2 (NEU2) <i>3: The interaction between biological factors and experience</i> 3.2 Describe the interactive effects of heredity and environment</p> | <p>Unit 3 Discussion: Analyze current research in neuroscience to show understanding the influences of nature v nurture</p> <p>Unit 3 Quiz: Impact of CNS on behavior</p> <p>And analysis of biological and environmental factors on behavior</p> |
| <p>4. Sensation and Perception</p> | <p>#3. Explore how environmental stimuli are sensed and perceived.</p> | <p>SHS Sensation and Perception Standard #1 (SP1) Explain and Analyze the capabilities and limitations of sensory processes</p> <p>SHS Sensation and Perception Standard #2 (SP2) Explain and Analyze the Interaction of the person and the environment in determining perception</p> | <p>Unit 4 Discussion: Analyze and Reflect on how environmental stimuli are sensed and perceived with the different sensory systems</p> <p>Unit 3 Quiz Explain and analyze interactions between people and environment in perception</p> |

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| <p>5. Consciousness</p> | <p>#4 Describe the nature of consciousness and its relationship to psychological well-being.</p> | <p>SHS Consciousness #1 (CON1) Describe and analyze the relationship between conscious and unconscious processes, characteristics of sleep and theories that explain why we sleep and dream,</p> <p>SHS Consciousness #2 (CON2) Identify the use of psychoactive drugs and their effects, and other states of consciousness</p> | <p>Unit 5 Discussion on consciousness and unconscious process and/or characteristics of how we dream and sleep</p> <p>Unit 5 Writing Assessment Short report in APA style or study analysis on use of psychoactive drugs and their effects. Introduce formal APA style for as prep for final research project</p> |
| <p>6. Learning and Memory</p> | <p>#5 Experiment with learning and memory formation and evaluate how intelligence is measured.</p> | <p>SHS Learning and Memory 2 (LM2) Apply classical and operant conditioning and observational and cognitive learning to everyday life.</p> <p>SHS Learning and Memory 3 (LM3) Analyze the characteristics of each stage of memory including, influences, potential disorders and strategies to improve each. 1. Encoding of memory 2. Storage of memory 3. Retrieval of memory</p> <p>SHS Learning and Memory 4 (LM4) Discuss the history of intelligence testing, including historical use and misuse in the context of fairness and evaluate current methods of assessing human abilities</p> | <p>Unit 6 Discussion: Memory reflection after experimenting with different types of learning</p> <p>Unit 6 Quiz: on stages and characteristics of memory</p> <p>Unit 6 Short writing analysis: history of intelligence testing and evaluation of current methods.</p> |
| <p>7. Motivations and Emotions</p> | <p>7. Compare theories of motivation and emotion</p> | <p>SHS Motivations #1 (MOT1) Compare and analyze theories of motivation (biological, cognitive, humanistic, and cultural)</p> <p>SHS Emotions #1 (EMO1) Compare and evaluate theories of emotion</p> <p>SHS Emotions #2 (EMO2) Explain and identify the factors that can influence emotional interpretation and expression (biological, environmental, cultural)</p> | <p>Unit 7 Discussion Compare and analyze theories of motivation and emotion</p> <p>Unit 7 Quiz: explain and analyze the factors that influence emotions and motivations</p> |

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| <p>8. Developmental / Life Span</p> | <p>#6. Understand key milestones in language, cognitive, and socio-moral development.</p> | <p>SHS Developmental #1 (DEV1) compare theories of cognitive, moral social development during the human life span</p> | <p>Unit 8 Discussion: Compare the theories of development</p> <p>Unit 8 Quiz: Analyze and summarize studies that identify key milestones in language cognitive and socio-moral development</p> |
| <p>9. Personality</p> | <p>#8 Identify psychodynamic, behavioral, social, cognitive, and humanistic theories of personality and discuss the approach each takes to understanding human behavior.</p> | <p>SHS Personality #1 (PERS1) Evaluate psychodynamics theories of personalities: behavioral, humanistic and social-cognitive theories of personality</p> | <p>Unit 9 Discussion Discuss and reflect on the approaches theories of personality take to understand and explain human behavior</p> <p>Unit 9 Quiz: Analyze and summarize studies of theories of personality to evaluate the the different theories</p> |
| <p>10. Social Psychology-</p> | <p>#9 Discuss how individuals and groups are influenced in social settings.</p> | <p>SHS Social #1 (SOC1) Apply socio-cultural perspectives in psychology to understanding human behavior.</p> | <p>Unit 10 Discussion: Explain how human behavior is influenced by social settings.</p> <p>Unit 10 writing assignment: Analyze a study to explain a perspective of socio-cultural psychology to explain why humans act as they do.</p> |

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| <p>11. Psychological Disorders</p> | <p>#10 Evaluate how socio-cultural norms and values shape psychological diagnosis and treatment and discuss the importance of cultural competence in the field of psychology.</p> | <p>SHS Disorders 1 (DIS1) Apply the biological, cognitive, behavioral, and socio-cultural perspectives in psychology to understanding abnormal behavior, and categories of psychological disorders</p> | <p>Unit 11 Discussion: discuss the importance of cultural competence in the field of psychology as related to disorders</p> <p>Unit 11 Quiz Apply the biological, cognitive, behavioral, and socio-cultural perspectives in psychology to explain a psychological disorder</p> |
| <p>12. Final Research Project</p> | <p>#11 Demonstrate proficiency in understanding the scientific method and in interpreting and evaluating statistical and other quantitative data as applied to human behavior.</p> | <p>SHS APA Standard: (APA) Effectively use APA format in a writing piece</p> <p>Analyzing Evidence (AEVID) Apply and analyze existing evidence and formulate conclusions about psychological phenomenon</p> | <p>Research paper on topic of interest</p> |

***Please note:** In order to receive accommodations for disabilities in this course, students must make an appointment to see the Americans with Disabilities Coordinator in their site and bring documentation with them.*

What does it mean to take a CCV Course:

Academic Honesty: CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College.

CCV Attendance Policy: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. Therefore in order to earn CCV credit, you are expected to adhere to the attendance policy of CCV, which states:

- “Missing more than 20% of classes may jeopardize course credit. Many faculty members count regular attendance as a requirement and consider class discussion to be essential to a vibrant, positive teaching and learning experience. You are part of a community of learners; that means making a commitment to be present.”

Deadlines and Re-assessment: While this class is being taught at SHS, you are taking this course for college credit, and as such, it is important to build the work habits expected of college students. Therefore in order to earn CCV credit, you are expected to adhere to deadlines for work completion of CCV. Therefore, you are expected to adhere to deadlines for work completion.

- Unless otherwise noted, all work is due by the deadline set by the instructor.
- Students may not re-asses on assessments, unless it is part of a drafting process for a paper