

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

Location: Spaulding High School **Semester:** Spring 2021 **Instructor:** Nora Duane **Days & Times:** Daily: Block 2 (9:35-10:45) **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.

Textbooks:

- *Introduction to Psychology*, Lally and Valentine-French, College of Lake County, July 2018, DOI: <http://dept.clcillinois.edu/psy/IntroductionToPsychologyText.pdf>
- *Psychology 2e*, Spielman, Jenkins, Lovett, et al, Rice University, April 22, 2020, Digital: ISBN-13: 978-1-951693-23-7 DOI: <https://openstax.org/details/books/psychology-2e>
- Additional Handouts and supplementary materials selected by instructor

Methods:

Teaching methods will include:

- Weekly formative practice work relating to 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 assessments on course content
 - Unit short answer assessments on course content
 - Unit inquiry projects/papers
 - Unit formal APA writing assessments on course content
- Final Research Paper on a topic of interest in APA format

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 work completion, notes on course material, exit tickets, or short reflections on content.

While these assignments are formative, they are an integral part of the learning process, and as such will assist the students in their growth as students of psychology and success in mastering objectives.

2. Unit Content 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.

When 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 prompt. 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.
- Respond to a fellow student's, or multiple students, responses using course content evidence to support claims.
- Respond to any follow-up questions I, the instructor, pose directly to you.

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 test, short answer, inquiry project, a 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:

- 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:

- 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:

- 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:

- 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:

- 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.

	High	Low
A+	100	98
A	Less than 98	93
A-	Less than 93	90
B+	Less than 90	88
B	Less than 88	83
B-	Less than 83	80
C+	Less than 80	78
C	Less than 78	73
C-	Less than 73	70
D+	Less than 70	68
D	Less than 68	63
D-	Less than 63	60
F	Less than 60	
P	100	60
NP	Less than 60	0

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

Note about weeks: This course meets daily for 70 min during Semester 2 at Spaulding Highschool and we anticipate Semester 2 being 18 weeks long. Each of the units below is expected to run from 5-10 class periods depending on the objective.

Unit Topic	CCV Essential Objective	Primary Readings	Assignments
<p>1. Development of Psychology and Careers</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>Openstax Psychology 2e. Chapter 1: Introduction to Psychology</p>	<p>Unit 1 Discussion: Prompt: How did Psychology develop as a social science?</p> <p>Unit 1 Assessment: Short research writing assignment exploring the career and educational opportunities in the field of Psychology</p>
<p>2. Research in Psychology</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>Openstax Psychology 2e. Chapter 2: Psychological Research</p>	<p>Unit 2: Discussion: Prompt to demonstrate understanding of interpreting and evaluating research methods and/or analysis of current research findings</p> <p>Unit 2 Assessment. 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>Openstax Psychology 2e. Chapter 3: Biopsychology</p>	<p>Unit 3 Discussion: Prompt to demonstrate how developments in neuroscience are significant to the study of psychology</p> <p>Unit 3 Assessment. Quiz: analysis of biological and environmental factors on behavior by analyzing current research</p>
<p>4. Sensation and Perception</p>	<p>#3. Explore how environmental stimuli are sensed and perceived.</p>	<p>Openstax Psychology 2e. Chapter 5: Sensation and Perception</p>	<p>Unit 4 Discussion: Prompt on Response to Psychology Research Article exploring how stimuli are sensed and perceived</p> <p>Unit 4 Assessment: Research Inquiry Project on Sensory Systems in APA style</p>

<p>5. Consciousness</p>	<p>#4 Describe the nature of consciousness and its relationship to psychological well-being.</p>	<p>Openstax Psychology 2e. Chapter 4: States of Consciousness</p>	<p>Unit 5 Discussion Analyze data from the Vermont Department of Health, to make conclusions about states of consciousness in relationship of well being of the community</p> <p>Unit 5 Assessment. Quiz: Analysis of research relating to the nature of consciousness and explaining its relationship to well being as relates to self</p>
<p>6. Learning and Memory</p>	<p>#5 Experiment with learning and memory formation and evaluate how intelligence is measured.</p>	<p>Openstax Psychology 2e. Chapter 6: Learning</p> <p>Openstax Psychology 2e. Chapter 7: Thinking and Intelligence</p> <p>Openstax Psychology 2e. Chapter 8: Memory</p>	<p>Unit 6 Discussion: Prompt: Memory reflection, based on in class experiences, and research, “Why does forgetting happen?”</p> <p>Unit 6: Assessment Learning Quiz</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>Openstax Psychology 2e. Chapter 10: Emotion and Motivation</p> <p>Openstax Psychology 2e. Chapter 14: Stress, Lifestyle, and Health</p>	<p>Unit 7 Discussion Prompt on emotions and analysis of studies on impacts of stress</p> <p>Unit 7 Motivation Research Application, Written Research Comparing theories in motivation as reflected in self (or character)</p>
<p>8. Developmental / Life Span</p>	<p>#6. Understand key milestones in language, cognitive, and socio-moral development.</p>	<p>Openstax Psychology 2e. Chapter 9: Lifespan Development</p>	<p>Unit 8 Discussion: Prompt on analysis of attachment studies</p> <p>Unit 8 Assessment. Quiz: Application of theories of lifespan development 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>Openstax Psychology 2e. Chapter 11: Personality</p>	<p>Unit 9 Discussion Prompt on responding to current Psychology Research article on Personality and the findings relations to understanding human behavior</p> <p>Unit 9 Assessment: Inquiry Research paper in APA style on topic in Personality</p>
<p>10. Social Psychology-</p>	<p>#9 Discuss how individuals and groups are influenced in social settings.</p>	<p>Openstax Psychology 2e. Chapter 12: Social Psychology</p>	<p>Unit 10 Discussion: Explain how human behavior is influenced by social settings.</p> <p>Unit 10: Assessment. Quiz Application of Social Psychology theories and studies to explain and analyze human behavior in groups</p>
<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>Openstax Psychology 2e. Chapter 15: 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>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:

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:

- Regular attendance and participation in classes are essential for success in and are completion requirements for courses at CCV. A student's failure to meet attendance requirements as specified in course descriptions will normally result in a non-satisfactory grade.
- **In general, missing more than 20% of a course due to absences, lateness or early departures may jeopardize a student's ability to earn a satisfactory final grade.**
- Meeting the minimum attendance requirement for a course does not mean a student has satisfied the academic requirements for participation, which require students to go above and beyond simply attending a portion of the class. Faculty members will individually determine what constitutes participation in each course they teach and explain in their course descriptions how participation factors into a student's final grade

What does this mean? 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.

Participation Expectations:

Full participation requires active and thoughtful engagement in class period. Participation will be assessed in the **Daily/Weekly Formative Tasks, as outlined above.**

This could look like: participation in an in class discussion, group practice work, daily work completion, notes on course material, exit tickets, or short reflections on content. While these assignments are formative, they are an integral part of the learning process, and as such will assist the students in their growth as students of psychology and success in mastering objectives.

To be successful in participation the following habits and skills are important

- Attend class regularly, on-time and for the full session
- Complete all of the units reading and assignments
- Listen to others attentively and with an open mind
- Positively contribute to class discussions and activities
- Ask questions and seek help when you need it, **I'm available during AM Block, or Advisory B & C.**
- Challenge yourself to do your best work
- **If you miss class, it is your responsibility to reach out to me outside of class for clarification on work missed and to make up work in a timely manner outside of class. Failure to do so may result in no credit for missed work.**

Missing & Late Work Policy and Re-assessment Clarification:

While this class is being taught at SHS, you are taking this course through CCV 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. 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
- **Late work has a one-day grace period to be turned in. After that one letter grade is lost for each extra day late. Ex. If an assignment is turned in 2 days late, the highest grade to be earned is a B; 3 days late is a C; 4 days late is a D; 5 or more days late = no credit**
- Extensions will be granted only in extenuating circumstances. If a lengthy medical problem or other emergent personal issue will result in missing class time, please contact your instructor as soon as possible.
- Students who know that they will not have course access for any given week should make arrangements with their instructor.

Accessibility Services for Students with Disabilities:

CCV strives to mitigate barriers to course access for students with documented disabilities. To request accommodations, please

1. Provide disability documentation to the Accessibility Coordinator at your academic center.
<https://ccv.edu/discover-resources/students-with-disabilities/>
2. Request an appointment to meet with an accessibility coordinator to discuss your request and create an accommodation plan.
3. Once created, students will share the accommodation plan with faculty. Please note, faculty cannot make disability accommodations outside of this process.

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. Violations may result in a loss of credit on assignments, failure of the course or dismissal from the College.

Syllabus details subject to change. Please refer to this document frequently.