

College of the Canyons  
PSYCH 101 • Introduction to Psychology • 3 Units  
Spring 2020

Section # 43560 • Monday and Wednesday 3:30 - 4:50 p.m. • CCC Room 500

Instructor: Neil S. Walker, M.S.  
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Office: CCC 507  
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| Office Hours                               |  |
|--|--|
| Monday & Wednesday 1:30 – 2:00 p.m.        |  |
| Monday & Wednesday 6:20 – 6:50 p.m.        |  |
| Friday: off campus hours 9:00 - 10:00 a.m. |  |
| Other hours by appointment                 |  |

Course Description:

The course involves a scientific study of behavior through an exploration of major concepts, methods, and research findings. Topics include biological, physiological, and cognitive processes; learning and motivation; life span development; individual differences; behavioral disorders and therapies; social behavior; and applied psychology. *Transfer credit: CSU; UC.*

Course Student Learning Outcomes:

Compare and contrast the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Text (required):

Psychology from OpenStax, ISBN 1938168356  
Registered students have free access to the book in Canvas

You may also view it online or download a PDF copy from the OpenStax Website [www.openstax.org/details/psychology](http://www.openstax.org/details/psychology) , or you may buy a print copy from the COC bookstore

Requirements:

1. *Participation:* Proper attendance is expected. Being prepared for class ahead of time will enable each student to actively participate in class discussions, and thus enhance the learning process. The instructor reserves the right to drop a student after **3** absences. However, it remains the **student's** responsibility (not the instructor's) to officially drop the course if necessary. The student should not assume that s/he will be dropped after these absences, nor should s/he assume that s/he will not be dropped.

The student is responsible for all assignments, material, and announcements regardless of attendance.

Attendance will be taken for all class meetings. (Please see above regarding excessive absences.). A perfect attendance record will enable the instructor to give the student the "benefit of the doubt" in the event of a borderline grade at the conclusion of the semester. *However, in no event will a student who is "on the border" be bumped up to receive a letter grade higher than that earned on their final exam.*

2. *Exams*: There will be five exams worth 80 points, each associated with 3 chapters from the text. Each exam will be multiple choice, and will require a #2 pencil and Scantron Answer Sheet (**Form No. 882-E**).

3. *In Class Review / Quizzes*: There will be a review quiz during each lecture class period (except on Exam days). Each review quiz is worth a total of 4 points.

4. *Critical Thinking Essays/Guided Learning Activities (GLAs)*: Students are expected to complete at least 1 GLA offered by the TLC, and may do as many as 3. Students are also expected to complete at least 1 (and may complete as many as 3) critical thinking essays. A list of topics is provided toward the end of this syllabus. Each student is expected to complete a combined total of 4 essays/GLAs over the course of the semester. The assignments' due dates are listed on the attached schedule. Each 1-2 page essay must be double-spaced, typed, and attention to grammar should be made. Each essay/GLA will be worth up to 25 points, for a combined total of 100 possible points. Essays and GLAs may be submitted on paper in class, or uploaded to Canvas as a .doc, .docx, or PDF (for essays) or a .jpg (for GLAs).

Grading:

The total maximum points that could be accumulated in this class will be 600. Exams will not be graded on a curve, however any exam question that is missed by more than 1/2 the class will be thrown out. A standard grading scale will apply (see below).

|             |                   |
|-------------|-------------------|
| A = 90-100% | D = 60- 69%       |
| B = 80- 89% | F = 59% and below |
| C = 70- 79% |                   |

Following exams and assignment submissions grades will be posted on Canvas (coc.instructure.com) and a sheet with everyone's current standing will be distributed during the next following class. Students are encouraged to keep track of their progress and standing so there are no surprises at the end of the semester.

Breakdown/Summary of points:

| Item    | Points                        | approximate<br>% of grade |
|---------|-------------------------------|---------------------------|
| Quizzes | 25 @ 4 pts. each = 100 points | 16.5%                     |
| Exams   | 5 @ 80 pts. each = 400 points | 67.0%                     |
| Essays  | 4 @ 25 pts. each = 100 points | 16.5%                     |
|         | -----                         | -----                     |
|         | TOTALS            600         | 100%                      |

Other:

1. *Late Essays/GLAs* will be accepted with a penalty of 10% per class day late. If a student must miss a class when an essay/GLA is due, the instructor will accept the essay/GLA *early*. Assignments that have been e-mailed to me (rather than turned in) will incur a 10% penalty.

2. *Attendance during examinations: expected.* Make arrangements ahead of time with the instructor if you must miss an examination. In rare circumstances, the instructor may give make-up examinations for good cause. **THERE WILL BE NO MAKE-UP FOR THE FINAL EXAM** without overwhelming good cause.

3. *Cheating:* will not be tolerated. Cheating and/or plagiarism will result in a failing grade and/or expulsion from the course -- refer to the college guidelines regarding cheating. According to the Webster's New World Dictionary, to plagiarize means "to take (ideas, writings, etc.) from (another) and offer them as one's own". This also includes copying and pasting information from the internet, submitting a paper that you did not write yourself, or submitting a recycled paper. This also means that if you are repeating the course, you may NOT turn in work from the previous semester. If you are caught, you will be referred to the Dean of Students for disciplinary action.

4. *Class behavior:* The following are some behaviors which are unacceptable and are annoying. An unacceptable behavior can be defined as anything that someone says or does that interferes with the ability of themselves or others to achieve the learning objectives that day. All students (including you) and I are affected if you:

- have an electronic device that makes noise in class (ie: cell phone);
- text message during class sessions ***(It is really best to just TURN OFF your cell phone in class unless you have some type of emergency!)***;
- dominate or withdraw from class discussions or resist active participation in course activities;
- clown with/talk to/distract other students during class activities;
- argue, criticize, and/or embarrass other students or the instructor;
- continually raise objections about course content or process (Talk with me during office hours, or talk to the Dean if there are problems you cannot/will not want to discuss with me.);
- dress in a manner that is not appropriate to a professional educational environment.

Please note that section 529.2 of the Student Conduct Code lists the grounds for disciplinary action. Subsection J states, "Obstruction or disruption, on or off campus, of the College's education process, administrative process, or other College function." This means that you may be referred to the Dean of Students for disciplinary action for disruption of class activities.

5. *"I" Grades:* According to the college policy, you may request an Incomplete, "I," after the last day to drop only in **verifiable cases of emergency** when the student is unable to complete the course due to extenuating circumstances which occur during the final weeks of the course.

Approval to receive an "I" and assignment of a replacement grade are at the discretion of the instructor. The student must arrange with the instructor to complete the work for the course prior to the end of the following semester. You may not re-enroll in a class in which an "I" is pending.

6. *Changes to the syllabus:* The instructor retains the right to make changes and/or alterations to this syllabus. If any changes are made, the instructor will notify the students.

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### Schedule:

Generally, professors expect a student to spend 2-3 hours of outside work for every 1 hour of lecture each week. This means that you should be spending about **6–9** hours a week on this class outside of class time, in order to do well in the course.

| <i>Date</i> | <i>Day</i> | <i>Assignment(s) Due</i>               | <i>Topic</i>  |
|-------------|------------|--|---|
| 02/10       | M          | Syllabus, Ch 1                         | Review Syllabus, begin Chapter 1                            |
| 02/12       | W          | Ch 1                                   | Chapter 1, Introduction to Psychology                       |
| 02/17       | M          | No School                              | Closed for President's Day Holiday                          |
| 02/19       | W          | Ch 2                                   | Chapter 2 Psychological Research                            |
| 02/24       | M          | Ch 2, Ch 3                             | Chapter 2 Psychological Research, Chapter 3 Biopsychology   |
| 02/26       | W          | CH 3                                   | Chapter 3 Biopsychology                                     |
| 03/02       | M          | <b><u>EXAM #1</u></b>                  | Covers Chapters 1, 2 and 3                                  |
| 03/04       | W          | Ch 4<br><b><i>Essay/GLA #1 Due</i></b> | Chapter 4, States of Consciousness                          |
| 03/09       | M          | Ch 4, Ch 5                             | Chapter 4, Consciousness & Chapter 5 Sensation & Perception |
| 003/11      | W          | Ch 5                                   | Chapter 5 Sensation and Perception                          |
| 03/16       | M          | Ch 5, Ch 6                             | Chapter 5 Sensation & Perception, Chapter 6 Learning        |
| 03/18       | W          | Ch 6                                   | Chapter 6 Learning  |
| 03/23       | M          | <b><u>EXAM #2</u></b>                  | Covers Chapters 4, 5, and 6                                 |
| 03/25       | W          | Ch 7<br><b><i>Essay/GLA #2 Due</i></b> | Chapter 7 Thinking and Intelligence                         |
| 03/30       | M          | Ch 7, Ch 8                             | Chapter 7 Thinking & Intelligence, Chapter 8 Memory         |
| 04/01       | W          | Ch 8                                   | Chapter 8 Memory  |
| 04/06       | M          | No School                              | Spring Break  |
| 04/08       | W          | No School                              | Spring Break  |
| 04/13       | M          | Ch 8, Cha 9                            | Chapter 8 Memory, Chapter 9 Lifespan Development            |
| 04/15       | W          | Ch 9                                   | Chapter 9 Lifespan Development                              |

|       |   |   |   |
|-------|---|---|---|
| 04/20 | M | <b><u>EXAM #3</u></b>                   | Covers Chapters 7, 8 and 9                              |
| 04/22 | W | Ch 10<br><b><i>Essay/GLA #3 Due</i></b> | Chapter 10 Emotion and Motivation                       |
| 04/27 | M | Ch 10, Ch 11                            | Chapter 10 Emotion & Motivation, Chapter 11 Personality |
| 04/29 | W | Ch 11                                   | Chapter 11 Personality                                  |
| 05/04 | M | Ch 11, Ch 12                            | Chapter 11 Personality, Chap 12 Social Psychology       |
| 05/06 | W | Ch 12                                   | Chapter 12 Social Psychology                            |
| 05/11 | M | <b><u>EXAM #4</u></b>                   | Covers Chapters 10, 11, and 12                          |
| 05/13 | W | Ch 14<br><b><i>Essay/GLA #4 Due</i></b> | Chapter 14 Stress, Lifestyle and Health                 |
| 05/18 | M | Ch 14, Ch 15                            | Chapter 14 Stress etc., Chap 15 Psychological Disorders |
| 05/20 | W | Ch 15                                   | Chapter 15 Psychological Disorders                      |
| 05/25 | M | No School                               | Memorial Day Holiday                                    |
| 05/27 | W | Ch 15, Ch 16                            | Chapter 15 Psychological Disorders, Chap 16 Therapy     |
| 06/01 | M | Ch 16                                   | Chapter 16 Therapy and Treatment                        |
| 06/03 | W | <b><u>EXAM #5</u></b>                   | Covers Chapters 14, 15, and 16                          |

**Add Deadline: 02/23/20**

**Drop without a "W": 02/23/20**

**Drop with a Refund: 02/23/20**

**Withdrawal Deadline: 05/10/20**

COC Statement and Policy on Academic Integrity and Plagiarism  
Approved by Academic Senate in May, 2010

### **Statement on Academic Integrity at College of the Canyons**

Students are expected to do their own work as assigned. At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. Due process procedures have been established when plagiarism or academic dishonesty is suspected.

At COC, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval. To be specific, below are some of the situations that will be considered plagiarism at COC:

- Use information from any source, online or in print, in one's own writing *without* acknowledging the source in the content and in the reference page of the assignment;
- Simply list the sources in the reference page, without parenthetical citations in the body of the essay;
- Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author's name in the parentheses or in the reference page;
- Turn in work done for other classes, regardless how big or small the assignment may be, without the current instructor's approval—this is considered “self-plagiarism,” which is a form of academic dishonesty; or,
- Turn in work by another student, even by accident.

In addition, COC has strict rules against using electronic devices during exams without the instructor's approval. To be specific, absolutely no cell phones or any electronic devices can be on the desk or in sight during test or exam without the instructor's approval. The presence of electronic devices in sight during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty.

Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the Dean of Student Services for investigation.

### **Complete your Educational Plan Online**

“A good educational plan is critical to college and career success. All current students should complete their comprehensive educational plan for College of the Canyons by visiting your My Canyons account. Students can also receive help in creating their education plan by visiting <http://www.canyons.edu/MAP> website for details and workshops.”

## **Suggested GLA Topics**

Students who are relatively new to the college experience may increase their odds of successfully completing their degree program by improving certain skills. As such, any of the following GLAs at the TLC are recommended: note taking, preparing for finals, proofreading, stress management, study skills, test taking strategies, online research, time management and/or avoiding plagiarism. If you are an experienced college student and are already excelling, you may wish to consider taking an APA or MLA style workshop. To complete a GLA, simply go to the TLC during their open hours and tell the person at the front desk which GLA you'd like to do. Completing the GLA may take anywhere from 30 to 60 minutes, so allow yourself enough time.

## **Essay Topics**

### **Pick one topic for Essay #1:**

#### "School of Thought"

Suppose nuclear war is imminent and you must select and save the works of either structuralism, functionalism, gestalt, behavioral, psychodynamic, humanistic, physiological, or cognitive

psychology. What collection (and therefore school of thought) will you save from destruction? Why? The books that you save will be the only exposure to psychology that the new generation may get.

"Research with Animals"

Having read the textbook discussion of research with animals, what is your position? Should all research with animals be halted? When is animal research justified?

"Giving Up a Part of Your Brain"

Given the basic structures of the brain and their functions, what part of the brain would you "give up" if you had to? Explain.

"The Sympathetic Nervous System"

What real-life situations have you encountered that have activated your sympathetic nervous system? Are there any underlying similarities among the situations? Do most involve danger or situations where you are being graded or evaluated?

"Giving Up a Sense"

If you had to choose, what sensory system would you give up and why? Does your answer reflect your level of reliance on that particular sense to function and interact in the world?

"You and ESP"

Do you think ESP exists? Describe any personal experiences in which you believe ESP was involved. Do these experiences provide convincing scientific evidence? Are there more plausible explanations for these experiences?

***Pick one topic for Essay #2:***

"Would You Seek Out a Hypnotist?"

Assume that you have a problem like smoking, being overweight, or lacking self-confidence. You have tried all sorts of "therapies," but none has worked to your satisfaction. Would you go to a hypnotist to find a solution to your problem? Why or why not?

"Should Drugs Be Legalized?"

Write a position paper outlining your beliefs regarding the legalization of consciousness-altering drugs. What are the negative and positive outcomes of such a policy?

"Video Games"

Identify the principles of learning found in video games. How is the reinforcement used? What form does it take? What schedules are used? What about punishment?

"Behaviors Acquired through Observation"

What things that you do are attributable to observational learning? Who modeled these behaviors?

"Earliest Memory"

Describe your earliest memory. If possible, validate your memory by asking a friend or relative to comment on its accuracy.

"Context- and State-Dependent Memory and YOU"

How can you use context-dependent memory and state-dependent memory to your advantage in studying and test-taking?

**Pick one topic for Essay #3:**

"Computers and People"

Given all of the remarkable things computers and do, will they ever be able to think like humans? In your view, what are the advantages and disadvantages of a computer than can think like a human?

"Are You Creative?"

After reading the section on creativity, consider how you rate in creativity. If you are creative, give examples. If not, give examples that demonstrate your lack of creativity. Are most people like you?

"Children and Changes"

Think about how your day-to-day activities would be changed if you were pregnant. How would your daily life be modified to protect the developing child from teratogens such as caffeine, alcohol, radiation, or nicotine?

"Becoming a Parent"

In your view, what are the pros and cons of becoming a parent? Do you speak from experience, or are your views based on observing others?

"Formal Operations Egocentrism"

Think back to your adolescent years. Describe some examples of your own egocentrism. For example, did you think you were invulnerable?

"An Auto-Obituary"

Write your own obituary. The challenge is to condense an entire lifetime into a typically small space (e.g., 3 column inches). What you will find important in your life will probably end up in the auto-obituary. Moreover, even though the number of years lived is relatively small, your life has had a significant albeit subtle effect on others. How did it feel you write your own obituary?

"What Is Love?"

Define love based on your own experiences. What does it feel like to love and to be loved? Should a woman or man ever marry without love?

"Eating Journal"

For one week keep track of what you consume, the reasons for consuming, the quantity and food, the time of day, and your emotional state. Include all snacks and drinks as well.

"What Are You Doing Here?"

Describe your motives for attending college. Put your motives in the context of the theories (e.g., expectancy theory, Maslow's hierarchy of needs).



**Pick one topic for Essay #4:**

"Sex and Violence"

Reflect on your opinions concerning the relationship between sex and violence. What theory supports your views? What is the evidence? Are you personally influenced by violent or sexual material in the media?

"Sexual Deviations"

In the case of sexual deviations, do you think people have the right to engage in any practice of sexual expression as long as it doesn't hurt anyone or it is performed between consenting adults?

"Multiple Personality"

The Chronicle of Higher Education reported that a student at the University of Illinois at Urbana-Champaign was dismissed from school for submitting plagiarized work. The student contends in his suit against the university that he suffers from multiple personality; one of his other personalities committed the plagiarism without informing the dominant personality (the student). Should the student described above be reinstated to the university? Support your answer.

"ECT"

In light of what you know about ECT, both advantages and disadvantages, would you consider it as a treatment for yourself? Would you consider it as a treatment for a family member? Under what conditions would you agree to ECT?

"Which Therapy?"

Determine which psychological therapeutic approach you would prefer treatment under. Why? Why would you not want one of the others?

"Nonconformity"

Innocuously violate a social norm. (This behavior must be legal and harmless, and it must not violate any rule, policy, or regulation at College of the Canyons). Some ideas include walking backward, wearing your shirt backward or inside out, and talking to yourself out loud. In your essay, describe the nonconformity, identify the reactions of those around you, and discuss the pressure to conform in that context.

"Invasion of Space"

When we are in a situation in which our personal space is being violated, we become quite distressed. There are ways to minimize the effects of these violations. In elevators, for example, we tend to look up at the floor dial, straight down, or straight up. This is elevator etiquette. For this essay, violate the personal space of a variety of subjects and report their reactions. Be sure that your behavior is legal and harmless, and does not violate any rule, policy, or regulation at College of the Canyons.

## Great Useful Information

This class is going to be 16 weeks long, which is plenty of time for things to go awry. If you are new to the college experience, you may find the pace and the workload more challenging than you anticipated. Here are some suggestions for improving your odds of doing well in this class.

- 1) Show up for class every day, and pay attention to me in class. Also, take notes.
- 2) Buy a printed copy of the textbook if you have trouble reading using an e-device.
- 3) READ each chapter in the textbook BEFORE we cover it in class.
- 4) Use the Power Point slides as a study guide (presumes you'll study).
- 5) Do ALL the Essays / GLAs / Workshops (a zero really sucks) & turn them in on time.
- 6) Take ALL the exams, and doing them on time will help (a zero sucks even more here).
- 7) Don't cheat or lie or make up sad stories to sway something in your favor.
- 8) If you've got an issue or problem that interferes, let me know. Maybe I'll be able to help.
- 9) Check Canvas to see how you are doing at least once a week (coc.instructure.com)
- 10) If you are struggling, let me know EARLY. Probably I can help.
- 11) If you've got a disability issue of any sort, let me know. I will accommodate.
- 12) Don't expect any unwarranted special treatment. No last minute extra credit either.

### **STRESS MANAGEMENT AND MENTAL HEALTH:**

Often the pressure on our students is very intense, involving academic commitments, relationships, outside jobs and family pressure to name a few. The staff and faculty of College of the Canyons are here to help you succeed academically and we care about your emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus by visiting the Student Health & Wellness Center in the Student Services Building (across from the bookstore) or by clicking on / accessing

<http://www.canyons.edu/offices/Health/Pages/default.aspx> .

The phone number is **661-362-3259**.