

**ITT Technical Institute**

**PY2750**

**Introduction to Psychology**

**Onsite and Online Course**

# **SYLLABUS**

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**Credit hours:** 3


**Contact/Instructional hours:** 30 (30 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisite: EN1420 Composition II or equivalent

**Course Description:**

This course introduces psychological theories related to the human mind and human behavior. The course involves the science of perception, learning, information analysis, and psychological development over the human life span.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course introduces psychological theories related to the human mind and human behavior. The course involves the science of perception, learning, information analysis, and psychological development over the human life span.

### MAJOR INSTRUCTIONAL AREAS

1. The Science of Psychology
2. The Biological Perspective
3. Learning
4. Memory
5. Consciousness and Cognition
6. Development Across the Life Span
7. Motivation and Emotion
8. Stress and Health
9. Social Psychology
10. Psychological Disorders

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Describe psychology and its applications in daily life.
2. Analyze the functioning of the nervous system.
3. Describe memory and the types of memory.
4. Analyze the learning process and its connection to memory.
5. Apply learning theories to enhance retention of a learner.
6. Differentiate between the different levels of consciousness.
7. Analyze human life span development and differentiate between the stages of development.
8. Describe the different drives of motivation.
9. Define stress and how it impacts the human body.
10. Describe personality and trait theories.

11. Identify the major categories of psychological disorders.

## COURSE OUTLINE

### MODULE 1: PERSPECTIVES OF PSYCHOLOGY

#### COURSE LEARNING OBJECTIVES COVERED

- Describe psychology and its applications in daily life.
- Analyze the functioning of the nervous system.

#### TOPICS COVERED

- Psychology
- Neurons and Nerves
- The Peripheral Nervous System
- The Central Nervous System

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapters 1 and 2	No	4 hr
<b>Lesson:</b> Study the lesson for this module.	No	1.5 hr
<b>Discussion:</b> Participate in the discussion titled "Pioneers of Psychology."	Yes	1.5 hr
<b>Essay:</b> Submit the essay titled "The Human Brain."	Yes	1.5 hr
<b>Project:</b> Read and begin the project.	No	0.5 hr

Total Out-Of-Class Activities: 9 Hours

## MODULE 2: THE LEARNING PROCESS

### COURSE LEARNING OBJECTIVES COVERED

- Describe memory and the types of memory.
- Analyze the learning process and its connection to memory.
- Apply learning theories to enhance retention of a learner.

### TOPICS COVERED

- Perception
- Cognitive Learning Theory
- Memory Models
- The Information-Processing Model

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapters 3, 4, and 5	No	6 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Operant and Classical Conditioning.”	Yes	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	No	2 hr
<b>Essay:</b> Submit the essay titled “Learning Theories.”	Yes	2.5 hr
<b>Quiz:</b> Take Quiz 1.	Yes	NA
<b>Quiz:</b> Prepare for Quiz 2.	No	2 hr
<b>Project:</b> Continue work on Project Part 1.	No	2 hr

Total Out-Of-Class Activities: 17.5 Hours

### MODULE 3: CONSCIOUS, COGNITION, AND LIFE SPAN DEVELOPMENT

#### COURSE LEARNING OBJECTIVES COVERED

- Differentiate between the different levels of consciousness.
- Analyze human life span development and differentiate between the stages of development.

#### TOPICS COVERED

- Altered States
- Thinking Process
- Levels of Language Analysis
- Basic Building Blocks of Development

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapters 6 and 7	No	4.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Levels of Consciousness.”	Yes	1 hr
<b>Essay:</b> Submit the essay titled “Life Span Development.”	Yes	2.5 hr
<b>Quiz:</b> Take Quiz 2.	Yes	NA
<b>Project:</b> Continue work on Project Part 1.	No	3 hr

Total Out-Of-Class Activities: 13 Hours

## MODULE 4: MOTIVATION AND STRESS

### COURSE LEARNING OBJECTIVES COVERED

- Describe the different drives of motivation.
- Define stress and how it impacts the human body.

### TOPICS COVERED

- Motivation
- Emotion
- Stress and Stressors
- Sexual Dysfunction

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapters 8 and 9	No	4 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Methods of Stress Reduction.”	Yes	1.5 hr
<b>Essay:</b> Submit the essay titled “Levels of Motivation.”	Yes	2 hr
<b>Quiz:</b> Prepare for Quiz 3.	No	2 hr
<b>Project:</b> Submit Project Part 1.	Yes	2 hr

Total Out-Of-Class Activities: 13.5 Hours

## MODULE 5: PERSONALITY THEORIES, TRAIT THEORIES, AND DISORDERS

### COURSE LEARNING OBJECTIVES COVERED

- Describe personality and trait theories.
- Identify the major categories of psychological disorders.

### TOPICS COVERED

- Personality and Intelligence Theories
- Trait Theories
- Personality Assessments
- Abnormality

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapters 11 and 12	No	4.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Psychological Disorders.”	Yes	1 hr
<b>Essay:</b> Submit the essay titled “Personality Assessment.”	Yes	2 hr
<b>Quiz:</b> Take Quiz 3.	Yes	NA
<b>Project:</b> Continue work on Project Part 2.	No	3 hr
<b>Final Exam:</b> Prepare for the final exam.	No	5 hr

Total Out-Of-Class Activities: 17.5 Hours



## MODULE 6: PSYCHOLOGICAL THERAPIES

### COURSE LEARNING OBJECTIVES COVERED

- Describe psychology and its applications in daily life.
- Analyze the functioning of the nervous system.
- Describe memory and the types of memory.
- Analyze the learning process and its connection to memory.
- Apply learning theories to enhance retention of a learner.
- Differentiate between the different levels of consciousness.
- Analyze human life span development and differentiate between the stages of development.
- Describe the different drives of motivation.
- Define stress and how it impacts the human body.
- Describe personality and trait theories.
- Identify the major categories of psychological disorders.

### TOPICS COVERED

- Psychotherapy
- Humanistic Therapy
- Behavior Therapies
- Cognitive Therapies

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Ciccarelli, S.K. & White, J. N. Chapter 13	No	2 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Project:</b> Submit Project Part 2.	Yes	4.5 hr
<b>Final Exam:</b> Take the final exam.	Yes	NA

Total Out-Of-Class Activities: 8.5 Hours

## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	20%
Essay	25%
Project	30%
Quiz	15%
Final Exam	10%
TOTAL	100%

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0 )	90–100%
B+ (3.5 )	85–89%
B (3.0 )	80–84%
C+ (2.5 )	75–79%
C (2.0 )	70–74%
D+ (1.5 )	65–69%
D (1.0)	60–64%

)	
F (0.0 )	<60%

## LEARNING MATERIALS AND REFERENCES

### REQUIRED RESOURCES

#### COMPLETE TEXTBOOK PACKAGE

- Ciccarelli, S.K., & White, J. N. (2013). *Psychology: An exploration (2nd ed.)*. Boston, MA: Pearson.

### RECOMMENDED RESOURCES

- ITT Tech Virtual Library(accessed via Student Portal | <https://studentportal.itt-tech.edu>)
  - Basic Search>
    - Eccles, J. S., & Wigfield, A. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology*, 53(1), 109.
    - Edwards, J., Gomes, M., & Major, M. A. (2013). The Charged Economic Environment: Its Role in Parental Psychological Distress and Development of Children, Adolescents, and Young Adults. *Journal of Human Behavior in the Social Environment*, 23(2), 256-266. doi:10.1080/10911359.2013.747350
    - Kaplan, S., Madden, V., Mijanovich, T., & Purcaro, E. (2013). The Perception of Stress and its Impact on Health in Poor Communities. *Journal of Community Health*, 38(1), 142-149. doi:10.1007/s10900-012-9593-5
    - Pilcher, J. J. (2013). The Human Brain: All Systems Go!. *Phi Kappa Phi Forum*, 93(1), 8-9.
  - School of Study>General Education Information>Databases>EbscoHost Academic Search Elite>
    - Tatlılioğlu, K. (2013). The Effect of Cognitive Behavioral Oriented Psycho Education Program on Dealing with Loneliness: An Online Psychological Counseling Approach. *Education*, 134(1), 101.
  - School of Study>General Education Information>Databases>EbscoHost Business Source Premier>
    - Barrick, M. R., Mount, M. K., & Li, N. (2013). The Theory of Purposeful Work Behavior: The Role of Personality, Higher-Order Goals, and Job

Characteristics. *Academy of Management Review*, 38(1), 132-153.  
*Doi: 10.5465/amr.2010.0479*

- Other Resources
  - American Psychological Association: <http://www.apa.org>
  - National Institute of Mental Health: <http://www.nimh.nih.gov>
  - PsychCentral: <http://psychcentral.com>



## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lessons and examples. Your progress will be regularly assessed through a variety of assessment tools including discussion, essay, quiz, project, and a final exam.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

**ACADEMIC INTEGRITY**

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

**INSTRUCTOR DETAILS**

Instructor Name	
Office Hours	
Contact Details	

*(End of Syllabus)*