



**PSYC 101**  
**General Psychology – Dual Credit JJC/Seneca High School**

**Instructor's Name: Mr. Adams**

**Office Location: Room 107**

**Office Hours: 7:20-7:55 am and by appointment.**

**Office Phone: 815-357-5000**

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**Course Description:**

An introductory study of human and animal behavior, as well as the biological and mental processes that underlie behavior. This course is designed to acquaint the student with research methods and findings, basic theories and principles, as well as applications of psychological concepts.

**Dual Credit Courses:** A student who successfully completes a dual credit course may receive credit at both the college and high school level.

**Illinois Articulation Initiative (IAI) number**

Gen Ed IAI Number(s): S6 900

**Credit and Contact Hours:**

3 **Lecture/Demonstration**

   **Lab/Studio**

   **Credit Hours**

**Books, Supplies, and Supplementary Materials:**

- **Textbooks/Reading list**

*Required*

1. Coon (2015 ). *Introduction to Psychology (set:Loose-leaf print Text Plus Mindtap Access through Canvas and/or.* 14th Edition. Cengage. ISBN: 9781305623996

- **Supplementary materials**

- Notebook and laptop should be brought to class every day along with the textbook.

**Methods of Instruction:**

Lectures will occur in order to supplement readings and provide background information needed for further discussions and student analysis. Notes must be taken during these lectures. Quizzes will be based off of these lectures. Each student is required to keep a notebook for this class and to bring it to class every day to record information presented during the lectures.

Weekly readings and reflections: there will be an assigned reading for each week of class. Students will be required to submit a properly paraphrased and APA cited reflection/response via Blackboard by Sunday at 11:59 pm of that week.

Assignments will vary, but videos, podcasts, readings, websites, writings, activities, and discussions will all be used to some extent. Participation in the discussion of materials is expected from all students.

A properly written and cited APA paper will be required for this class. The topic of the paper will be tailored to the interests of each individual student.

Grading – breakdown of graded work will be approximately 30% assignments, 15% quizzes, 15% research paper, 15% tests (final exam), 15% in-class work, 10% attendance and participation.

**Student Learning Outcomes:**

*Course Content Outcomes*

1. Discuss the field of psychology in an informative, accurate manner.
2. Conceptualize behavior, normal and abnormal, utilizing psychological concepts and appropriate terminology.
3. Explain the basic goals of psychology, the diverse areas of study and occupational specialties, and the various scientific and applied methods to attain these goals.
4. Develop the skill of understanding behavior from a holistic viewpoint (interaction of cognitive, social-environmental, and biological factors).
5. Think in terms of scientific methods to provide evidence or answers to problems/issues relating to psychology.
6. Develop knowledge and critically evaluate research findings and psychological theories.
7. Understand one's self and others more fully and accurately, both in terms of similarities and differences.
8. Cautiously apply the psychological concepts presented to improve one's own life and social environment (through more effective communication, adjustment/stress management methods, etc.)

**General Education Student learning outcomes:**

- 1) Computer/Technology Literacy
- 2) Continued Learning
- 3) Problem Solving and Study Skills
- 4) Responsible Citizenship

**Graded assignments and policies:** All work should be turned in on the specified due date unless prior arrangements have been approved ahead of time.

## Grading policy

- A = 92.5-100% B = 84.5-92.4% C = 76.5-84.4 % D = 69.5-76.4%, F = 0-69.4%

## Major Tests and Quizzes

- Unit quizzes over lectures, and a final exam at the conclusion of the semester.

## Classroom Policies and Procedures

- A. **General Information** – Please communicate any issues with your instructor as soon as possible. If you are not in the building then send an email which explains things as clearly as possible. Use office hours as a time to get assistance and be proactive in seeking out a solution.
- B. **Attendance Policy** – Attendance affects participation. Make every effort to be in class consistently.
- C. **Make-up Policy** – Allowed at the discretion of the instructor only to be given under extenuating circumstances. Late work is subject to a penalty of up to 50%.
- D. **Extra-credit Policy** – Opportunities will be available at the instructor's discretion.
- E. **Final Exam Information** - A comprehensive final exam will be given at the end of the semester.
- F. **College Documentation Styles** - APA will be the official documentation style for this course.
- G. **Academic Honor Code**  
The objective of the academic honor code is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior.

- H. **College Statement about grades of 'F' and withdrawal from class**

Students may withdraw from a course by processing an add/drop form during regular office hours through the Registration and Records Office at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade of 'F' in the course.

At any time prior to the deadline dates established, an instructor may withdraw a student from class because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

- I. **Intellectual Property**

Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student work as part of the college's internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform the instructor.

- J. **Student Code of Conduct**

Each student is responsible for reading and adhering to the Student Code of Conduct as stated in the college catalog.

## K. Sexual Harassment

Joliet Junior College seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. JJC has a strong policy prohibiting the sexual harassment of one member of the college community by another. See Catalog or Student Handbook.

## L. Student Support <http://jjc.edu/services-for-students/pages/default.aspx>

- a. Disability Services: <http://jjc.edu/services-for-students/disability-services/Pages/default.aspx>.  
Student Accommodations and Resources (StAR): If you need disability-related accommodations, specialized tutoring, or assistive technology in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or at my office. New students should request accommodations and support by scheduling an appointment with the Student Accommodations and Resources (StAR) Office, Campus Center 1125, (815) 280-2230.
- b. Tutoring: <http://jjc.edu/services-for-students>
- c. Counseling and Advising: <http://jjc.edu/services-for-students/counseling-advising>
- d. Academic Resources: <http://jjc.edu/services-for-students/academic-resources>
- e. Support Programs: <http://jjc.edu/services-for-students/support-programs-services>
- f. Technology Support: <http://jjc.edu/services-for-students/Pages/technology-support.aspx>

## Course Outline

### Unit 1 – Branches of Psychology

- Neuroscience, which is a study of the mind by looking at the brain.
- Developmental, which focuses on how people grow and learn.
- Cognitive, which refers to the computational approach to studying the mind.
- Social, which studies how people interact.
- Clinical, which examines mental health and mental illnesses.

### Unit 2 – Research Methods

- Forming a Hypothesis
- Variables
- Confounds
- Replication
- Real-World Applicability

### Unit 3 – Psychologists and Theories

- Freud (Psychoanalysis and Unconscious motivation)
- Piaget (Theory of Development)
- Skinner (Behaviorism/Operant Conditioning)
- Pavlov (Classical Conditioning)
- Adler (Holistic Theory of Personality)
- Ellis (Cognitive Behavior Therapy)

### Unit 4 – Learning and Perception

- Linguistics
- Learning
- Memory
- Power of suggestion

**Unit 5 – Social Psychology**

- Aspects of the Self
- Fundamental Attribution Error
- Group Dynamics
- In-group and out-group
- Prejudice and Racism
- Social Roles
- Stanford Prison Experiment
- Milgram Experiment
- Altruism
- Cooperation and the Prisoner's Dilemma

**Unit 6 – Mental Disorders & Treatments**

- Depression
- Addiction
- Eating Disorders
- Bipolar disorder
- Schizophrenia
- Autism Spectrum