



Navajo Technical University

PO Box 849, Crownpoint, NM 87313

<http://www.navajotech.edu>

Tel: (505) 387-7401

Course Title: Introduction to Psychology
Course #: PSYC 1110
Pre-requisite: None

Credit Hours: 3
Semester: Spring 2022
Cap: 20

Faculty: DR. LUIS RILE

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Office: STUDENT SERVICES, RM 105

Office Phone: 505.782.6022

Office Hours (face-to-face or online): M-T-W 8am-6pm, or by appointment

Preferred Communication (email and/or text; will respond within 24 hours): Email or phone

Modality (online, synchronous):

Class Location: ()

Class Day and Class Time: (Saturday @ 11:30AM-12:30PM)

Required Materials:

Textbooks: Rathus, Spencer. *PSYC: Introductory Psychology, 6th Ed., Cengage, 2018*
ISBN 978-0-357-04121-5

Tools:

Laptop and Internet Access: Every student is required to own a laptop and have internet access.

Lab Fee (if applicable):

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology.

Course Learning Outcomes	Course Assessments
1. Define psychology and describe what psychologists do.	Homework, team activities, assignment, quizzes, exams (Midterm & Final)
2. Describe the nervous system, including neurons, neural impulses, and neurotransmitters.	
3. Define and differentiate between sensation and perception. Define substance use disorders	
4. Describe principles, methods and applications of classical conditioning.	
5. Define thinking and explain how thinking is used in problem solving and decision making	
6. Define aspects of motivation, including needs, drives, and incentives	
7. Describe the events of prenatal development and the role that sex hormones play	
8. Identify the contributions of learning theory to understanding personality	
9. Define stress and identify various sources of stress, and the psychological moderators of stress	
10. Define psychological disorders and describe their prevalence and describe the symptoms and possible origins of anxiety disorders and possible origins of obsessive-compulsive and related disorders	

Connections to Program Assessment (Course-Embedded Measures)

Course Activities

Week	Date	Class Topics/Reading Due	Assessments/CLO	Evaluation
1		Introduction, syllabus review, classroom rules Ch 1		
		Last day to add/drop		
2		Ch 2		
3		Ch 2	Quiz 1 Fill in the blank	Quiz 1-10%
		Ch 3	CLO 1,2	
4		Ch 3		
5		Ch 4		
		Graduation Petition due		
6		Ch 5	Homework http://www.phobialist.com/treat.html Read and answer the five questions. <ol style="list-style-type: none"> 1. Summarize the topics/contents on this website. 2. What did you find interesting or thought-provoking within this website? 3. What was new information for you? List three facts that were not in the textbook. 4. What would you like to learn more about? 5. How valuable was this website in terms of relevance to this course? CLO 3,4	Homework-10%
7		Ch 6		
		Last day to withdraw with "W"		
8		Midterm	CLO 1,2,3,4,5	Midterm exam-20%

9		Ch 7		
10		Ch 8 Ch 9	Assignment Search in Google entitled Read the article on “Work Motivation, Job Stress and Employees’ Well-Being” by Lu (1999) Make your analysis based on the following format: 1. Introduction 2. Analysis (Discuss the pros & cons) 3. Recommendation CLO 5	Assignment-10%
11		Ch 9 Ch 10		
12		Ch 10	Quiz 2 Fill in the blank CLO 6,7	Quiz 2-10%
13		Ch 11	Project Read the article on “For Health Care Professionals: Coping with Stress and Anxiety”. Make your analysis based on the following format: 1. Introduction 2. Analysis (Discuss the pros & cons) 3. Recommendation CL 8,9	Project-10%
14		Ch 12	Team activities The World Abnormal Psychology Chose any one of the videos and make your analysis based on the following format: 4. Introduction 5. Analysis (Discuss the pros & cons) 6. Recommendation CLO 9,10	Team activities-10%
15		Ch 12		
16		Review for Final exam		

17		Final	CLO 6,7,8,9,10	Final exam-20%
		Grades due to the Registrar		
		Graduation		

Grades

Student work will be evaluated based on these individual factors:

FACTOR	VALUE	LEARNING OUTCOMES
Quiz 1	10%	1,2
Quiz 2	10%	6,7
Project	10%	8,9
Team activities	10%	9,10
Homework	10%	3,4
Assignment	10%	5
Mid-term Examination	20%	1,2,3,4,5
Final Examination	20%	6,7,8,9,10
Total	100%	

Grading Scale %	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohol lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_ Exhibit-A_6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.

Final Exam Date: End of Week 17

10 Point Rubric

It provides well-defined criteria from which learners can improve their performance

Level	Description	Value
Outstanding	Well written and very organized. Excellent grammar and spelling mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic	9-10
Good	Writes fairly clear. Good grammar and spelling mechanics. Good presentation and organization. Sufficient effort and detail.	7-8
Fair	Minimal effort. Good grammar and spelling mechanics Fair presentation. Few supporting details	6
Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. No organization of thoughts.	4-5
Very Poor	Lacking effort. Very poor grammar mechanics Very unclear Does not address topic Limited attempt	1-3