

JEFFERSON COLLEGE

COURSE SYLLABUS

PSY101

GENERAL PSYCHOLOGY

3 Credit Hours

Prepared by: Leslie Buck, M.Ed. & Amy Kausler, Ph.D.
June 2016

Minor Revision or Update by: Fran Moore
Per Curriculum Committee Process Change: April 25, 2018

Sandra Frey, Ph.D., Chair, Social Science & Business Division Chair
Shirley Davenport, Dean, Arts & Science Education

PSY101 General Psychology

I. CATALOGUE DESCRIPTION

- A. Pre-requisite: reading proficiency
- B. Credit hour award: 3
- C. General Psychology reviews the scientific study of behavior and mental processes found in humans and animals. This course includes a survey of the fundamental concepts, principles, historical trends, figures, theories, overarching themes, research design, pivotal empirical findings, and applications in psychology. Students will develop knowledge of psychology's major content domains of neuroscience, consciousness, cognition, memory, learning, social, personality, emotion, multicultural, abnormal, health, and psychotherapies. (F, S, Su, O)
- D. Curricular alignment:
- Fulfills part of Social & Behavioral Sciences CORE requirement for AA, AAT, AFA, AS and select AAS degrees; MOTR PSYC100 General Psychology equivalent.
 - Elective course applies toward AA degree.
 - Fulfills AAS – Child Care/Early Childhood degree requirement.
 - Fulfills AAS – Health Information Technology degree requirement.
 - Fulfills AAS – Nursing certificate/degree requirement.
 - Fulfills AAS – Occupational Therapy Assistant degree requirement.
 - Fulfills AAS – Physical Therapist Assistant degree requirement.
 - Fulfills AAS – Radiologic Technology degree requirement.

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Describe fundamental concepts, principles, historical trends, figures, theories, overarching themes, empirical findings, and applications in the major psychology content domains	Class activity Formative assessment Paper/project Summative examination
Analyze the elements of psychology research design and critique the research methods and ethical standards in basic psychological research	Class activity Formative assessment Paper/project Summative examination
Demonstrate psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Class activity Paper/project
Explain how psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Class activity Formative assessment Paper/project Summative examination

Integrate psychological theories and empirical findings, and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems	Class activity Formative assessment Paper/project Summative examination
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III. OUTLINE OF TOPICS

- A. History of psychology
 - 1. Wilhelm Wundt
 - 2. Structuralism
 - 3. Functionalism
 - 4. Psychoanalytic
 - 5. Behaviorism (Watson & Skinner)
 - 6. Humanism
 - 7. Applied psychology and clinical psychology
 - 8. Cognitive perspective
 - 9. Biological perspective
 - 10. Cultural diversity
 - 11. Evolutionary psychology
 - 12. Positive psychology

- B. Psychology today
 - 1. Modern definition
 - 2. Research areas
 - 3. Professional specialties
 - 4. Fundamental themes

- C. Applying psychology to self as a student
 - 1. Improving academic performance
 - 2. Developing critical thinking skills

- D. Scientific research in psychology
 - 1. Lawful order assumption
 - 2. Goals of science
 - 3. Scientific process
 - 4. Advantages of scientific approach
 - 5. APA ethical standards
 - 6. Research methodology and statistical analyses
 - a. Experimental
 - b. Descriptive & case study
 - c. Correlational
 - 7. Data collection methods
 - 8. Evaluating research
 - a. Statistical significance
 - b. Research flaws
 - c. Replication
 - d. Meta-analysis
 - 9. Finding, reading, and evaluating scholarly psychology articles (APA writing style)

- E. Neuroscience
 - 1. Cellular nervous system function
 - a. Neural impulse
 - b. Neurotransmitters
 - c. Neural networks
 - 2. Methods for studying the brain
 - 3. Functions of key structures in the brain
 - 4. Cerebral specialization research
 - 5. Plasticity and neurogenesis in the brain
 - 6. Functions of the subdivisions of the peripheral nervous system
 - 7. Glands of the endocrine system
 - 8. Hormonal influence on behavior
 - 9. Influence of interaction of heredity and environment on behavior

- F. Consciousness
 - 1. Nature of consciousness
 - 2. Brain activity (EEG) and consciousness
 - 3. Circadian Rhythms
 - 4. Sleep/Wake Cycle and stages
 - 5. Sleep deprivation and sleep disorders
 - 6. Dreams
 - 7. Meditation
 - 8. Psychoactive substances (drugs)

- G. Cognition
 - 1. Problem solving
 - a. Barriers
 - b. Problems
 - c. Approaches
 - 2. Decision-making approaches

- H. Memory
 - 1. Encoding
 - a. Attention
 - b. Levels of processing
 - c. Enriching
 - 2. Sensory memory
 - 3. Short-term & working memory
 - 4. Long-term memory
 - a. Organization
 - b. Types of memory systems
 - 5. Retrieval
 - a. Failures
 - b. Errors
 - c. Forgetting

6. Neural circuitry of memory
 7. Improving memory
- I. Learning
1. Classical conditioning
 2. Operant conditioning
 3. Observational learning
- J. Social
1. Person perception
 2. Attribution processes
 3. Interpersonal attraction
 4. Social judgment
 - a. Attitudes
 - b. Stereotypes
 - c. Prejudice
 5. Conformity and obedience
- K. Personality
1. Five-Factor Model
 2. Psychodynamic perspectives
 3. Behavioral perspectives
 4. Humanistic perspectives
 5. Biological perspectives
 6. Personality assessment
- L. Emotion
1. Components of emotion
 - a. Cognitive
 - b. Physiological
 - c. Behavioral
 2. Cultural variations
- M. Health and stress
1. Stress-activating events
 2. Subjective cognitive appraisals and major types of stress
 3. Emotional responses to stress
 4. Physiological responses to stress
 5. Behavioral responses to stress--maladaptive and unhealthy versus constructive coping and stress management)
 6. Relationship between stress and health

- N. Abnormal
 - 1. Models and criteria for abnormal behavior
 - 2. Classification of psychological disorders
 - 3. Anxiety disorders
 - a. Generalized anxiety disorder
 - b. Specific phobia
 - c. Panic disorder
 - d. Agoraphobia
 - 4. Obsessive-compulsive related disorders (OCD)
 - 5. Trauma and stressor related disorders (PTSD)
 - 6. Major Depressive Disorder
 - 7. Bipolar Disorder
 - 8. Suicide
 - 9. Schizophrenic disorders
 - 10. Prevalence of psychological disorders and probabilities of mental illness

- O. Psychotherapies
 - 1. Elements of treatment process
 - a. Clients
 - b. Professional providers
 - 2. Types of psychotherapy
 - a. Insight
 - b. Behavioral
 - c. Biomedical
 - 3. Historical and current influences on treatment
 - 4. Practical consideration in seeking therapy and selecting a therapist

IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction

- B. Learner-centered instruction during class meetings, online, and/or through service learning
 - 1. Participation in cooperative, active, constructive learning through simulations, case studies, reflective activities, discussion, role-play, and/or debate with peers
 - 2. Formative assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
 - 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content

- C. Brief instructional interactive lessons, educational media, and/or demonstrations, in classroom or online

V. REQUIRED TEXTBOOK

Weiten, W. (2017). *Psychology: Themes and Variations* (current edition). Boston, MA: Cengage Learning

VI. REQUIRED MATERIALS

- A. Course home page available through www.jeffco.edu
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus.)
- C. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition (second or later printing)*. Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore)

VII. SUPPLEMENTAL REFERENCES

- A. Current library resources
 - 1. Books - *Publication Manual of the American Psychological Association*
 - 2. Periodicals
 - 3. Videos
- B. Current internet resources to include online reference materials

VIII. METHODS OF EVALUATION

- A. Class activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth 10% of total course grade; options include:
 - 1. Minute paper
 - 2. Muddiest point
 - 3. Directed paraphrasing
 - 4. One-sentence summary
 - 5. Real-world application cards
 - 6. Exam evaluation questions
 - 7. Student-generated exam questions
 - 8. Presentations
 - 9. Small group projects
 - 10. Think-Pair-Share or Predict-Observe-Explain
 - 11. Short in-class writings or reflections
 - 12. Subject matter warm-ups (review notes in pairs)
 - 13. Discussions
 - 14. Debates

15. Case studies
 16. Role plays
 17. Graphic organizers
 18. Psychological measures
 19. Personal response systems or clickers
 20. Field trips (real, simulated or virtual)
- B. Formative assessments completed online and/or in classroom designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning - worth 15% of total course grade; options include:
1. Small unit/chapter quizzes
 2. Clicker questions
- C. Papers and/or projects (3-4 assignments) - worth 25% of total course grade
1. All written assignments require:
 - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
 - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
 - c. Use of appropriate scholarly psychological sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
 2. One or more assignments must require:
 - a. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
 - b. Use library databases to identify and retrieve articles that report original, empirical, psychological research published in scholarly peer reviewed publications
 - c. Comparing sources of information related to psychology (popular press versus scholarly) and identifying characteristics of appropriate sources for academic work
 - d. Analyzing and critiquing research design, methods, and ethical standards in original, empirical, psychology research published in scholarly peer reviewed publications
 - e. Integration of psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems, and/or promote beneficial civic, social, and global outcomes in a diverse society
 - 1) Case study analysis
 - 2) Report of application project
 - 3) Service learning
 - 4) Controversial position paper
 - 5) Real-world problem solving
 - 6) Resource file

- D. Summative examinations (3-5 examinations) completed in classroom or approved proctored testing center - worth 50% of total course grade
1. Department-developed tests (multi-section assessment)
 2. Instructor-developed tests (objective and/or essay)
 - a. Extra credit – worth maximum - 5% of total course grade
 - 1) Offered at the discretion of the instructor for each course, unless there is a psychological research study participation opportunity mandated for all psychology courses; within a course section, all extra credit opportunities are available equitably to all students in that section
 - 2) Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board; when psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available
 - b. Grading Scale
 - A= 100-90%
 - B= 89.9-80%
 - C=79.9-70%
 - D=69.9-60%
 - F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and

actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.

General Education Curriculum and Assessment Alignment Map

PSY101 General Psychology

MOTR PSYC100 General Psychology

JEFFERSON COLLEGE ACADEMIC SKILL COMPETENCY TABLE				
<p>Embedded across the General Education program curriculum as well as in more advanced coursework, students learn the following academic skills, characteristics, and practices that reflect the competencies of educated persons needed for continuous learning in complex, diverse, and changing environments; full civic engagement; and fulfillment of personal life goals. Such competencies help students continue to learn and acquire new skills to deal with constantly evolving environments. These competencies are developed and applied over the full General Education program curriculum, not in any single course.</p>				
Institutional Goal (adopted by Assessment Committee Oct 21, 2018) linked to MOTR CORE 42 Academic Skill Basic Competencies https://dhe.mo.gov/core42.php The framework for Missouri's CORE 42 is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. The basic competencies are achieved through completion of the CORE 42 in its entirety.	Jefferson College General Education Academic Skill Competencies (adopted by Curriculum Committee January 13, 2016)	Course Expected Learning Outcomes and Corresponding Assessment Measures aligned to General Education Academic Skill Competencies		Jefferson College General Education Program Assessment
		Course Expected Learning Outcome	Course Assessment	
Valuing Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.	Understanding and Engaging Diverse Perspectives - Analyze the theoretical, historical, and practical dimensions of local and global systems and the diverse ways in which individuals and societies make and express meaning.	Explain how psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors.	Assessment Measure (Official Course Syllabus Section II): Paper/project Method of Evaluation (Official Course Syllabus Section VIII): Written assignment that requires integration of psychological theories and empirical findings, and use scientific reasoning to explain behavior, examine simple real-world personal, social, and organizational problems, and/or promote beneficial civic, social, and global outcomes in a diverse society.	General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey) <ul style="list-style-type: none"> Intercultural Knowledge and Competence (https://drive.google.com/open?id=0B5vQj2-5JyzWYm14dFBab2RRSEk)

General Education Curriculum and Assessment Alignment Map

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<p>Valuing Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.</p>	<p>Ethical and Social Responsibility - Demonstrate and assess the impact of ethical decision-making and collaborative teamwork in academic, social, and professional settings.</p>	<p>Explain how psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors.</p>	<p>Assessment Measure (Official Course Syllabus Section II): Paper/project</p> <p>Method of Evaluation (Official Course Syllabus Section VIII): Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism.</p>	<p>General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey)</p> <ul style="list-style-type: none"> Ethical Reasoning (https://drive.google.com/open?id=0B5vQj2-5JyzWYjZXTXTE9uNGs2RmM)
<p>Higher Order Thinking Higher Order Thinking is the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and demonstrate the ability to reflect upon and refine those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.</p>	<p>Critical Thinking - Apply logic, scientific methodology, and quantitative reasoning to develop, express, and defend solutions and conclusions across the curriculum</p>	<p>Analyze the elements of psychology research design and critique the research methods and ethical standards in basic psychological research.</p>	<p>Assessment Measure (Official Course Syllabus Section II): Paper/project</p> <p>Method of Evaluation (Official Course Syllabus Section VIII): Writing assignment that requires analyzing and critiquing research design, methods, and ethical standards in original, empirical, psychology research published in scholarly peer reviewed publications.</p>	<p>General Education Academic Skill Competency Development (ASCD) assessment project (evaluation of student artifacts using the following rubric(s) and student opinion survey)</p> <ul style="list-style-type: none"> Inquiry and Analysis (https://drive.google.com/open?id=0B5vQj2-5JyzWYkFiNGY2UU1hYkE)

Faculty responsible for alignment: **Brandon Whittington, Leslie Buck, Amy Kausler**

Date of GEPC review: Spring 2019