Coffeyville Community College

PSYC-101

COURSE SYLLABUS

FOR

GENERAL PSYCHOLOGY

Kansas Regents Shared Number Courses Syllabus Statement

Reapproved by the Kansas Council of Instructional Administrators, September 26, 2013
KRSN Course PSY 1010
The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

Mike Arpin
Instructor
(Online)

COURSE NUMBER: PSYC-101 **COURSE TITLE:** General Psychology (Online)

CREDIT HOURS: 3

INSTRUCTOR: Mike Arpin

OFFICE LOCATION: 106C Weinberg Hall

OFFICE PHONE: (620) 251-7700 ext. 2068

OFFICE HOURS: See posted schedule on door

OFFICE E-MAIL: mikea@coffeyville.edu

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: *Psychology Concepts and Applications*, 3rd ed., Jeffrey Nevid, 2007.

COURSE DESCRIPTION: The course is an introduction to the science of psychology with an emphasis on the principles which lead to a greater understanding of human behavior. A variety of laboratory experiences will be included in the course.

EXPECTED LEARNER OUTCOMES:

1. To provide for the student a historical framework within which to place the discipline of psychology and its various subfields.
2. To introduce the student to the language and terminology employed in the field of psychology.
3. To provide the student with an understanding of the various methodologies employed within the field of psychology.
4. To provide the student with an understanding of the various theoretical concepts and findings in the field of psychology.
5. To expose the student to the various subfields within the broad discipline of psychology.
6. To provide the student with an understanding of the pragmatic applications of the theories of psychology.

LEARNING TASKS & ACTIVITIES:

Chapter 1
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 2
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 3
1. Read Chapter
2. Quiz(zes) over Chapter – 100 point

Chapter 4
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 5
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 6
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 7
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 8
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 9
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 10
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 11
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 12
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 13
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 14
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 15
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

Chapter 16
1. Read Chapter
2. Quiz(zes) over Chapter – 100 points

TESTS: All tests must be done by the dates and times listed on Moodle.

ASSESSMENT OF OUTCOMES: The student will be assessed in three areas:

Cognitive: Knowledge and understanding of the materials. Knowledge of all areas of material will be assessed through quizzes and exams. Quizzes and exams will be broad and specific in nature and will be geared to make sure the student is doing the assigned reading. The quizzes and exams will be mainly objective in nature.

Metacognitive: Performance and skills. Each student will be required to show how they can incorporate the cognitive aspects of this material attained from the text, lectures, films, and group interactive exercises.

Affective: Attendance is very crucial for the student to be able to participate in classroom discussions.

GRADING POLICY:

Grades of A, B, C, D, or F will be awarded each student on the basis of a point system. There will be several examinations administered during the semester. Examinations will be over material in the reading.

Academic dishonesty will result in no credit given for that particular assignment, project, exam, etc. The instructor also reserves the right to drop a student from the course for any act that may be labeled "academic dishonesty." A student may also be dropped from the course for behavior that is considered "inappropriate" on the part of the instructor. A student may also be given an F in the course if cheating occurs past the last official drop day.

25 PERCENT RULE:

Please be aware you must have the first 4 tests completed by July 8. Failure to complete the first 4 exams will result in an administrative drop from the course. If this drop happens after posted refund dates, no refund will be given.

GRADING/ ATTENDANCE:

The student's grade will be based **solely** on the following point system.

1440-1600 = A
1280-1439 = B
1120-1279 = C
960-1119 = D
0 - 959 = F

SPECIAL NOTES:

THERE IS ABSOLUTELY <u>NO</u> EXTRA CREDIT SYSTEM OF ANY KIND.

Any questions or grade status requests are welcome at anytime.

COMPETENCIES:

CHAPTER 1

UNDERSTAND THE SCIENCE BEHIND THE STUDY OF PSYCHOLOGY

1. Connect the current definition of psychology and how psychologists employ the scientific method.
2. Connect the concern over ethics in psychological research on humans and nonhumans, and the role of the APA code of ethics.
3. Describe the structuralist approach to psychology, and contrast it with the functionalist approach.
4. Describe the basic ideas of cognitive psychology and how it has influenced contemporary psychology.
5. Describe Freud's approach to understanding human behavior, and his most important contributions to psychology.
6. Relate the fundamental concerns of existential and humanistic psychologists.

CHAPTER 2

UNDERSTAND THE PHYSIOLOGY OF PSYCHOLOGY

7. Describe the structures of a neuron and the function of each.
8. Describe the relationship between endorphins and various psychological processes.
9. Describe the two major divisions of the nervous system and the components of each.
10. Reproduce the anatomy and function of the spinal cord, brain stem, hindbrain, and midbrain.
11. Describe the four lobes of the cerebral cortex and their function.
12. Show knowledge of hemispheric specialization and the role of the corpus callosum.

CHAPTER 3

UNDERSTAND SENSATION AND PERCEPTION IN HUMANS

13. For each sense, describe the process of sensation from stimulus to receptor cells to the brain.
14. Explain the wide differences between people in pain sensations and reactions.
15. Describe the Gestalt principles of perceptual organization and their effects on perception.
16. Differentiate between physical and perceptual illusions.

CHAPTER 4

UNDERSTAND THE VARIOUS STATES OF CONSCIOUSNESS

17. Describe what psychologists mean by normal waking consciousness and altered states of consciousness.
18. Describe how the content of daydreams reveals the characteristics of daydreamers.

19. Demonstrate the difference between REM and NREM sleep, and the connection between REM and dreaming.
20. Explain why hypnosis may be considered an altered state of consciousness, and how a hypnotic trance may be induced.
21. Differentiate clearly between substance use, abuse, and dependence.

CHAPTER 5

UNDERSTAND THE LEARNING PROCESS IN HUMANS

22. Know what psychologists mean by learning, and how the terms classical conditioning, operant conditioning, cognitive learning, and social learning all apply to this process.
23. Demonstrate the process of classical conditioning, and the roles of the US, UR, CS, and CR.
24. Explain the difference between classical and operant conditioning, and factors that affect acquisition.
25. Describe the importance of learning by observation.

CHAPTER 6

UNDERSTAND THE PROCESS AND FUNCTION OF MEMORY

26. Discuss what is meant by "short-term memory," its characteristics, and the tasks it performs.
27. Show what is meant by "long-term memory," its characteristics, and the kinds of information in LTM.
28. Describe explicit memory, implicit memory, and extraordinary memory, and explain how they work.
29. Describe what psychologists know about the biological foundations of memory.

CHAPTER 7

UNDERSTAND COGNITION

30. Describe the process included in the broad category of cognition, and explain the building blocks of thought.
31. Distinguish between semantics, syntax, and grammar in language.
32. Be able to describe various strategies for improving problem solving and the extent to which training and practice can increase the effectiveness of problem-solving.

CHAPTER 8

UNDERSTAND HUMAN INTELLIGENCE

33. Compare and contrast the major theories of intelligence.
34. Explain what psychologists mean by reliability and validity. Describe how reliability and validity can be determined.

35. Describe the concerns about intelligence test content and the uses made of such tests. Summarize the relationship of IQ scores to success in school and in life.
36. Be familiar with the arguments and evidence for and against race and sex differences in intelligence.

CHAPTER 9

UNDERSTAND INFANCY AND CHILDHOOD PSYCHOLOGICAL DEVELOPMENT

37. Describe the nature of prenatal development with special emphasis on the kinds of events that can significantly affect the growing fetus.
38. Describe the psychological and behavioral capabilities of neonates, including the evidence for inborn differences in temperament.
39. Explain the normal course of physical and motor development during infancy and childhood, the process of maturation, and developmental norms.
40. Describe and recognize examples of Piaget's stages of cognitive development, and major criticisms of his theory.
41. Describe the course of social development through infancy and childhood, and the relationship between attachment and autonomy. Explain the effect on personality of parent styles, siblings, birth order, and schooling.
42. Describe the sex differences that seem to be genetically determined and those that seem to be the result of experience and socialization.

CHAPTER 10

UNDERSTAND ADOLESCENCE AND ADULTHOOD

43. Describe the physical changes that occur during adolescence, and the typical psychological reactions that occur to those changes.
44. Describe the typical changes in thinking and moral reasoning that take place in adolescence and the ways in which these changes affect adolescents.
45. Explain how adolescents cope with divorce and why some adolescents are at risk for delinquency and suicide,
46. Describe the course of love and relationships in adult development, including the processes that determine marital satisfaction and family adjustment.
47. Describe the cognitive changes that occur during later adulthood, and typical reactions to those changes.
48. Describe the course of sexual behavior and sexual satisfaction during later adulthood, and the reasons for the changes that occur.
49. Discriminate the stages of accepting death, according to the theories of Kubler-Ross, and with criticisms of her theories.

CHAPTER 11

UNDERSTAND HUMAN MOTIVATION AND EMOTION

50. Describe the physiological mechanisms and social influences that account for hunger and eating.
51. Discriminate how sexual motivation differs from other primary drives, and how physiology, incentives, emotions, and social influences can affect sexual motivation and behavior.
52. Describe the view that aggression is an unlearned instinct, and explain alternative views that aggression appears to be a learned response.
53. Explain what is meant by "achievement motivation," the "power motive," and the "affiliation," and how they related to actual behavior.
54. Explain Maslow's concept of a hierarchy of motives and how the first half of this chapter relates to the levels of that hierarchy.
55. Summarize research evidence on gender differences in the experience and expression of emotions.

CHAPTER 12

UNDERSTAND THE THEORIES OF PERSONALITY

56. Show the ways later psychodynamic theoristsCJung, Adler, Horney, and EriksonCdiffered from Freud.
57. Explain the key features of humanistic personality theories like those of Carl Rogers, and how earlier work by Adler and James had laid the groundwork for the humanistic approach.
58. Explain how behaviorists and social learning theorists differ from other personality theorists and how these theories explain consistencies in behavior.
59. Explain what makes a "good test" of personality, the difference between structured and unstructured interviews, and the factors that influence the value of interviews for personality assessment.

CHAPTER 13

UNDERSTAND STRESS AND HUMAN ADJUSTMENT

60. Define stress and describe the kinds of situations that are stressful.
61. Explain the common sources of major stress and review some ways people react to them.
62. Compare and contrast the four approaches to defining "good adjustment," and describe the characteristics of self-actualizing people.

CHAPTER 14

UNDERSTAND THE ASPECTS OF ABNORMAL BEHAVIOR

63. List the criteria of abnormal behavior.

64. Explain how the DSM III-R differentiates between the various disorders, and be able to describe the criticisms it has received.
65. Describe the common features of anxiety disorders, differentiate between the various anxiety disorders, and explain different accounts of the causes of anxiety disorders.
66. Describe features of somatoform disorders, differentiate them, and provide different explanations for their causes. Distinguish somatoform from conversion disorders.
67. Describe the common features of dissociative disorders, differentiate the three kinds, and recognize psychoanalytic and behavioral explanations of these disorders.
68. Describe the common features of affective disorders, differentiate between the three kinds of affective disorders, and recognize different explanations of these disorders.
69. Describe and distinguish between the two main types of sexual disorders, and explain why homosexuality is not considered to be a psychosexual disorder.
70. Describe the common features of personal disorders, differentiate between the various kinds of personality disorders, and describe explanations for antisocial behavior.
71. Describe the common features of schizophrenic disorders, differentiate between the different kinds, and describe explanations for these disorders.

CHAPTER 15

UNDERSTAND THE VARIOUS APPROACHES TO THERAPY

72. Identify the common element in all types of psychotherapy, how they differ from biological therapies, and how they can be combined into more elective forms of therapy.
73. Describe the assumptions underlying insight therapies, behavior therapies, and group therapies, as well as the procedures likely to be used by such therapists.
74. Discuss the goals of client-centered therapy and describe the procedures such a therapist uses to achieve them.
75. Describe the similarities and differences between insight therapies (e.g., psychoanalysis, client-centered therapy, rational-emotive therapy) and some of the more recent forms of insight therapy.
76. Describe how operant conditioning, aversive conditioning, desensitization, modeling, and the cognitive behavior therapies can be used to change behavior.
77. Explain the goals of rational-emotive therapy and describe the procedures such therapists use to achieve them.
78. Explain why some psychologists prefer group therapy to other forms of psychotherapy, and describe the goals and features of family therapy and Gestalt therapy.
79. Describe the controversy over the effectiveness of psychotherapy, and the current evidence on the relative effectiveness of different kinds of psychotherapy.
80. Describe the circumstances under which biological treatment may be called for, three major kinds of treatment, and the extent to which each is likely to be used today.
81. Be familiar with trends in hospitalization, deinstitutionalization, and gender differences in illness and treatment.

CHAPTER 16

UNDERSTAND THE APPROACH TO SOCIAL PSYCHOLOGY

82. Connect the role of proximity, physical attractiveness, similarity, exchange, and intimacy in interpersonal attraction and liking.
83. Define and distinguish prejudice and discrimination, and explain their development and effects.
84. Describe different forms of cultural influence, conformity, compliance, and obedience. Explain how these experiences can influence thought and behavior.
85. Describe the conditions that increase the likelihood of helping behavior.
86. Explain why people often prefer to have important decisions made by groups, and review the advantages and disadvantages of group decision-making.
87. Describe major theories of leadership, past and present.
88. Relate the concerns of industrial and organizational psychologists, and be familiar with the major factors in organization productivity and workplace communication.

This syllabus is subject to change at the discretion of the instructor. Material included is meant to provide an outline to the course and rules that the instructor will adhere to in evaluating the student. However, this syllabus is not intended to be a legal contract.