

BARTON COMMUNITY COLLEGE COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: PSYC1000

Course Title: General Psychology

Credit Hours: 3

Prerequisite: None

Division/Discipline: Academic/Psychology

Course Description: This course will provide a broad overview of the theories and research findings associated with the scientific study of behavior and mental processes. Topics covered may include research techniques, the biological influences on behavior, development sensation and perception, motivation and emotion, intelligence consciousness, learning, memory, the role of psychological factors in health, personality, mental disorders and their treatment, and social influences on behavior.

II. INSTRUCTION INFORMATION

III. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

COURSE AS VIEWED IN THE TOTAL CURRICULUM

PSYC1000 General Psychology is an approved general education course at Barton

Community College which can be used to fulfill degree requirements as a breadth behavioral science course in the social/behavioral sciences. In addition, the course transfers credit to all Kansas Regent Universities and may be used to help fulfill a general education requirement at many universities. General education requirements and the transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs with an institution. Institutional requirements also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for a transfer program.

Completion of this course with a C or better is a prerequisite to successful completion of more advanced and specialized courses in the psychology department. These courses include Developmental Psychology, Abnormal Psychology, Social Psychology, and Theories of Personality.

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Board of Regents.

IV. ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies

- A. Identify historical foundations and current trends in psychology.
 - 1. Define psychology.
 - 2. Differentiate the field of psychology from psychiatry.
 - 3. Identify the major sub-fields of psychology.
 - 4. Identify major historical schools of psychology.
 - 5. Identify the major theoretical perspectives found in psychology.
 - 6. Identify what is studied by the field of positive psychology.

- B. Distinguish methods of research in psychology.
 - 1. Explain the scientific method as it is used to explore human and animal behavior. .
 - 2. Define the important features of a case study, naturalistic observation, surveys, correlational research, and laboratory experiments, as well as the strengths and weaknesses of each method.
 - 3. Describe positive and negative correlations, the range of correlation, and correlation's relationship to causation.
 - 4. Define hypothesis, theory, independent variable, dependent variable, control group, and experimental group.

5. Describe the major ethical guidelines when conducting human research.
- C. Identify the biological basis of behavior, including physiology of the brain.
1. Identify the structural components common to all neurons.
 2. Explain the processes which occur when a nerve impulse is generated.
 3. Identify at least three neurotransmitter substances and the role they play with mental disorders.
 4. Identify four methods of studying the brain.
 5. Identify the major divisions of the human nervous system and their functions.
 6. Identify the major structures of the human brain and their chief functions.
 7. Identify the major structures of the limbic system and their relevance to behavior.
 8. Describe the major functions of the four lobes of the brain.
 9. Describe the specialized functions of each brain hemisphere.
- D. Distinguish principles and theories of learning and cognition. .
1. Define the concept of learning.
 2. Identify the three major behavioral theories regarding learning.
 3. Describe the elemental components involved in classical conditioning.
 4. Identify the major components of the Little Albert study.
 5. Distinguish classical conditioning from operant conditioning.
 6. Define the following concepts found in operant conditioning: positive reinforcement, negative reinforcement, positive punishment, and negative punishment.
 7. Identify the application of classical conditioning, operant conditioning, and social learning theory in real-world examples.
 8. Distinguish negative reinforcement from punishment.
 9. Describe components of social learning theory and identify its major proponent.
 10. Define the concept of circadian rhythm.
 11. Describe the five stages of sleep and identify how each are measured.
 12. Identify the major consequences of sleep deprivation.
- E. Recognize theories and applications of motivation and emotion.
1. Define homeostasis.
 2. Explain the Yerkes-Dodson Law.
 3. Describe set point theory in relation to eating and body weight.
 4. Distinguish each strata of Maslow's hierarchy of needs.
 5. Identify the central tenet of the James-Lang theory of emotion.
 6. Contrast the Cannon-Bard and Schacter-Singer Two-Factor theory of emotion.
 7. Describe Masters and Johnson's four phases of the sexual response cycle.
- F. Demonstrate an understanding of human life-span development.
1. Compare cross-sectional research and longitudinal research designs.
 2. Explain the nature/nurture question and how it is addressed by behavioral genetics.
 3. Distinguish the three stages of prenatal development.
 4. Define teratogen and describe the effects of at least three teratogens.
 5. Compare the perceptual skills of a neonate and an adult.
 6. Explain the four stages of Piaget's theory of cognitive development.

7. Define attachment and identify its importance to development.
8. Interpret Harlow's research on contact comfort.
9. Contrast crystallized intelligence and fluid intelligence and their trajectory over the course of adulthood.
10. Identify Erikson's eight stages of personality development.

G. Identify the major theories of personality.

1. Explain the major tenets of psychoanalysis.
2. Identify the major personality components in psychoanalysis.
3. Describe Freud's psychosexual stages of personality development.
4. Contrast the behaviorism approach to personality with those of psychoanalysis, humanism, and trait theory.
5. Explain Roger's theory of self.
6. Identify the compare the personality components found in Big Five theory.

H. Recognize categories of psychological disorders and treatments.

1. List the criteria for determining abnormality.
2. Identify the manual used for diagnosing mental disorders.
3. Define anxiety and distinguish anxiety disorders.
4. Identify etiological factors involved in the more common mental disorders (e.g. anxiety, mood disorders) and less common mental disorders such as schizophrenia.
5. Identify common factors associated with research on suicide.
6. Define psychosis.
7. Identify the symptoms of schizophrenia.
8. Identify evidence-based treatment practices for the more common mental disorders.
9. Describe the assumptions of cognitive-behavioral therapy.
10. Identify psychotropic drugs used in the treatment of anxiety, mood disorders, and schizophrenia.

I. Recognize the major theories and findings of social psychology.

1. Define social psychology.
2. Define attribution and identify the types of attribution.
3. Describe the foot-in-the-door phenomenon and its relation to persuasion.
4. Describe cognitive dissonance theory.
5. Describe the findings of Zimbardo's Stanford Prison experiment.
6. Define conformity and describe situational factors in its occurrence according to the Asch experiments.
7. Define obedience and describe the situational factors in its occurrence according to the Milgram experiments.

V. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VI. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VII. REFERENCES

VIII. METHODS OF INSTRUCTION AND EVALUATION

IX. ATTENDANCE REQUIREMENTS

X. COURSE OUTLINE