

RANGER COLLEGE
Syllabus
Fall 2010

Course Number and Title: General Psychology – PSYC 2301
Credit Hours: 3 HRS /WK LEC:3 HRS/WK LAB:0
LEC/LAB/HRS WK COMBINATION: 3
Name of Instructor: Donnie Armstrong, M.Ed. LPC – Adjunct Instructor
Office Location: N/A
Office Hours:N/A
Office Phone: 325-235-7414
College e-mail: darmstrong@rangercollege.edu

I. CATALOG DESCRIPTION:

A survey of the major principles derived from research on human and animal behavior. Topics studied include heredity and environment, intelligence, emotions, motivation, learning, personality, the senses, perception, and the form and functions of the nervous system.

II. REQUIRED BACKGROUND / PREREQUISITES:

Passing score on THEA reading section or equivalent alternate test.

III. TEXTBOOK; READINGS; MATERIALS:

Morris, Charles G., & Maisto, Albert A. (2005). Psychology: An Introduction (12th ed.)
Upper Saddle River, NJ: Prentice-Hall, Inc.

Supplementary Instructional Aids:

1. Internet
2. Clippings, pictures, articles, etc. on various related topics.

IV. METHODS OF INSTRUCTION:

Discussion, demonstrations, group discussion, (B1, B2, B4, B5)

V. EXEMPLARY EDUCATIONAL OBJECTIVES:

The purpose of the Exemplary Educational Objectives is to contribute to the students' intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

S1. To employ the appropriate methods, technologies and data that social and behavioral scientists use to investigate the human condition.

S2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.

- S3. To use and critique alternative explanatory systems or theories.
- S4. To develop and communicate alternative explanations or solutions for contemporary social issues.
- S5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- S9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- S12. To identify and understand differences and commonalities within diverse cultures.

VI. BASIC INTELLECTUAL COMPETENCIES:

The Basic Intellectual Competencies listed below are components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course and they are noted by the following numbering system:

- B1. Reading – the ability to analyze and interpret a variety of printed materials books, documents, and articles;
- B2. Writing – the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience;
- B4. Listening – analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading;
- B5. Critical Thinking – Ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

VII. COURSE OBJECTIVES:

Overall Learning Objectives:

- A. Recognize a vocabulary of psychological terms. (B1)
- B. Rudimentary level of understanding of human behavior and mental processes. (B1, B5, S1,S3)
- C. Identify the contributions of the people who have influenced and shaped the field of psychology. (S3, S4)

Specific Learning Objectives:

- A. Define psychology, outline the growth of psychology as a science over the last 130 years and identify 7 major areas or subdivisions of psychology. (S2, S5, S9, B1)
- B. Describe the structure of a neuron and define basic terms related to the nervous system. (B1)
- C. Define sensations as they relate to vision, hearing, smell, taste, touch and pain. (B1)
- D. Define consciousness: including waking consciousness and altered states of consciousness. (S3, B1)
- E. Identify classical and operant conditioning concepts. (S1, S3, S4, B5)
- F. Identify the basic steps of problem solving and distinguish between divergent and convergent thinking. (S3, B1)

- G. g. Identify short-term and long-term memory in terms of capacity, coding, retention and retrieval. (B3, B4)
- H. Identify and describe theories of intelligence, major tests of intelligence and determinants of intelligence. (S3, S9, S12, B5)
- I. Identify and define human growth and development concepts from infancy through adulthood including physical, perceptual, memory, cognitive and social aspects. (S1, S4, S12, B1)
- J. Define concepts of motivation and emotion. (S12)
- K. Identify the concepts of psychodynamic, humanistic, trait and cognitive-social learning theories of personality and describe personality assessment (S3)
- L. Identify sources of stress and ways of coping with stress. (B2, B3)
- M. Identify concepts related to abnormal behavior including criteria, historical views, current views and classification of major disorders. (S2, S5, S9)
- N. Identify: Insight, behavior, cognitive and group therapies; biological treatments; and institutionalization (B1, B2, S2, S3)
- O. Communicate written ideas via current event and application assignments related to various psychological concepts (B1, B2, B5)
- P. Participate in a group setting to discuss and apply various psychological concepts (B3, B4, B5)

VII. COURSE CALENDAR:

Week/ Due Date	Chapter Assigned	Other Assignments
1) 8-29	Introduction	Introduction Assignment: Student Profile: Introduce Yourself to the Class
2) 9-5	Chapter 1 The Science of Psychology	Class Interaction 1: Human Nature Debate
3) 9-12	Chapter 2 The Biological Basis of Behavior	Lab Activity: Left Brain Right Brain Test & Write Up Human Nature Discussion Due
4) 9-19	Chapter 3 Sensation and Perception	Class Interaction 2: Mind-Body Debate Lab Stroop Effect
5) 9-26	Chapter 4 States of Consciousness	Lab Activity: Dream Analysis Mind-Body Discussion Due
6) 10-3	Chapter 5 Learning	Lab Activity: Operant Conditioning Dream Discussion Due
7) 10-10	Chapter 6 Memory	Class Interaction 3: To Spank or Not to Spank? Lab Activity: Memory Exploration
8) 10-17	Chapter 7 Cognition and Mental Abilities	Lab Activity: Intelligence Test Spanking Discussion Due
9) 10-24	Chapter 8 Motivation & Emotion	Lab Activity: Emotional Intelligence Test
10) 10-31	Chapter 9 Life Span Development	Lab Activity Life Expectancy
11) 11-7	Chapter 10 Personality	Lab Activity Personality Tests
12) 11-14	Chapter 11 Stress and Health Psychology	Lab Activity Stress Assessments
13) 11-21	Chapter 12 Psychological Disorders	Lab Activity: Schizophrenia
14) 11-28	Chapter 13 Therapies	Lab Activity: Online Psychotherapy
15) 12-5	Chapter 14 Social Psychology	Lab Activity: Stanford Prison Study
16) 12-12	ALL Tests and Assignments DUE by 11:59 pm	

VIII. COURSE/CLASSROOM POLICIES

- A. Attendance/Lateness Policy: N/A
- B. Class Participation Policy: It is very important that you participate in class discussions. Each of these will be graded based on participation and will be part of your final grade.
- C. Missed Exams/Assignments/Make-Up Policy: There will be no late exams unless prior arrangements have been made. It is the student's responsibility to contact the instructor to make prior arrangements. It is understood that emergencies do arise and those situations will be considered, however, the instructor has final authority regarding make up tests and assignments.
- D. Academic Dishonesty: Academic Dishonesty will not be tolerated and will be pursued as a disciplinary action as stated in the college handbook.
- E. Student Behavior Policy:

Online etiquette In online classes, communication is primarily in writing through discussion boards, e-mail, and chat sessions. As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Additionally, please write in complete, grammatical sentences (rather than using the type of abbreviations used when instant messaging). When you communicate with me and with each other, please abide by the following guidelines :

Avoid writing messages in all capital letters and/or bold, because it is considered shouting.

Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it.

Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.

Never use profanity in any area of an online course. The transcripts of online course bulletin boards, e-mail, and chat sessions can be saved.

When responding to messages, only use "Reply to All" when you really intend to reply to everyone on the original email.

Avoid unkindly public criticism and hurtful comments to others in an email.

Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may be misinterpreted.

- F. Ranger college provides a variety of services for students with learning and/or physical disabilities. **The student is responsible** for making the initial contact with the Ranger College Counselor. It is advisable to make this contact **before or immediately** after the semester ends.

XI. ASSESSMENT (GRADING PROCEDURE):

There will be a test over each chapter. You will have all week to complete it. I highly suggest that you read the chapter and do all exercises before attempting the test. There will be 14 tests with a maximum score of 100 on each . Tests will account for 50% of your final grade.

There will also be Class Interactions and Labs. There are a total of 21 opportunities for you to participate in. These will be scored on a 100 point scale. If you choose not to participate you will receive a grade of zero for that Lab/Class Interaction. I will not be grading for spelling, content, or your point of view. This is an online class and your participation in Labs and Class Interactions is expected. Please review the Class Calendar for dates of tests, labs, and class interactions. **ALL TESTS, LABS, AND CLASS INTERACTIONS ARE DUE NO LATER THAN MIDNIGHT ON THE SUNDAY LISTED. DO NOT WAIT UNTIL THE LAST MINUTE TO SUBMIT.**

Grading Scale

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

XII. NON-DISCRIMINATION STATEMENT

Admission, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. RECEIPT OF SYLLABUS FORM

I have received and understand the information in the syllabus for Psychology 2301, and I agree to abide by the stated policies.

Signed: _____

Legibly print the following information:

Name: _____ Date: _____

Student ID (SS#): _____