

**RANGER COLLEGE
GENERAL PSYCHOLOGY SYLLABUS
FALL 2010**

Course Number and Title: Psychology 2301 – General Psychology
Credit Hours: 3 **HRS/WK Lec:** 3 **HRS/WK Lab:** 0 **Lec/Lab Comb:** 3

Name of Instructor: Vicki Lowrance **Office Location:** Golemon Library Building
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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. Video tape/CD
2. Clippings, pictures, articles, etc. on various related topics
3. Internet sites including www.prenhall.com/morris

IV. METHODS OF INSTRUCTION

Lecture, discussion, demonstrations, group discussion, and written/oral reports on related topics selected by students. (B1, B2, B3, 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;
- B3. Speaking – the ability to communicate orally in clear, coherent, and persuasive language appropriate 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:

- 1. Recognize a vocabulary of psychological terms. (B1)
- 2. Rudimentary level of understanding of human behavior and mental processes. (B1, B5, S1, S3)
- 3. 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. 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)

VIII. COURSE CALENDAR

The following schedule for this course is subject to change.

Class 1	-	Introduction to Course	
Class 2	-	Chapter 1	- Science of Psychology
Class 3	-	Chapter 3	- Sensation and Perception
Class 4	-	Chapter 4	- States of Consciousness
Class 5	-	Chapter 4	
Class 6	-	TEST I	
Class 7	-	Chapter 5	- Learning
Class 8	-	Chapter 5	
Class 9	-	Chapter 6	- Memory
Class 10	-	Chapter 8	- Intelligence
Class 11	-	Chapter 8	
Class 12	-	TEST II	
Class 13	-	Chapter 9	- Life Span Development (Childhood)
Class 14	-	Chapter 9	
Class 15		Chapter 9	
Class 16	-	Chapter 10	- Life Span Development (Adulthood)
Class 17	-	Chapter 10	
Class 18	-	Chapter 11	- Motivation & Emotion
Class 19	-	TEST III	

Class 20	-	Chapter 12	-	Personality
Class 21	-	Chapter 12		
Class 22	-	Chapter 13	-	Stress and Health Psychology
Class 23	-	Chapter 14	-	Psychological Disorders
Class 24	-	Chapter 14		CURRENT EVENTS DUE
Class 25	-	Chapter 14	-	
Class 26	-	Chapter 14		
Class 27	-	Chapter 14		
Class 28	-	TEST IV		
Class 29	-	Review for Final		
Class 30	-	Make-up Test Day		
Dec. 14-16	-	Finals as scheduled		

IX. COURSE/CLASSROOM POLICIES

The absence policy as stated in the college catalog will be followed in this class except for make-up exams for major tests. One make-up day will be scheduled for the make-up of all major tests.

While class participation is encouraged, class disturbance will not be tolerated. Any student who disturbs the class will be asked to leave the room. A student found to be cheating or copying on a Test, Quiz, or Project will be given a grade of **0** on the graded item. In severe or repeated cases of misconduct or disruptive behavior, a student may be reported to the Dean of Student Services and may be permanently removed from the course.

The Golemon Library and Learning Resources Center of Ranger College provides sufficient resources to complete the current events projects including: books, magazines, newspapers and Internet access.

ADA Statement: 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 begins.

X. ASSESSMENT (Grading Procedure)

There will be four major tests. All daily quizzes / graded work will be averaged at the end of the semester to count as a major test grade. A written project will also be required. Each major test, the written project, the Final Exam and the semester average of the daily quizzes will count equally toward the final grade for the course..

TESTS	Grading Scale
Four major tests:	90% or higher = A
1. Chapters 1, 3, 4 (Course Obj. a-d.)	80%-89% = B
2. Chapters 5, 6, 8 (Course Obj. e-g)	70%-79% = C
3. Chapters 9, 10, 11 (Course Obj. h-j)	60%-69% = D
4. Chapters 12, 13, 14 (Course Obj. k-n)	Below 60% = F

Daily quizzes and graded class work (course objective: p) may be given without notice.

