



RANGER COLLEGE  
Ranger, TEXAS

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COURSE SYLLABUS

**GENERAL PSYCHOLOGY**

**PSYC 2301**

**3 credit hours**

**Spring 2018**

**INSTRUCTOR:**

**Donnie Armstrong**

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**EMAIL:** darmstrong@rangercollege.edu  
**OFFICE:** Online  
**PHONE:** 325-338-0654  
**HOURS:** Monday through Thursday, 2:00-5:00. Friday 8:30-1:00.

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will learn about the history of psychology and the different areas making up the school of psychology as a whole.

### **II. Course 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.

### **III. Required Background or Prerequisite**

Passing score on THEA reading section or equivalent alternate test.

### **IV. Required Textbook and Course Materials**

Understanding Psychology, 11/E

Charles G. Morris, Professor Emeritus, *University of Michigan*

Dr. Albert A. Maisto, *University of North Carolina at Charlotte*

ISBN-10: 0133908925 • ISBN-13: 9780133908923

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### **V. Course Purpose**

The basic purpose of this course will be to give students a basic understanding of the field of psychology and its application.

## VI. Learning Outcomes

- Read, analyze, and critique psychology texts.
- Demonstrate knowledge of beliefs, practices, values, and terminology of psychology.
- Trace the historical developments and cultural expressions of psychology.
- Articulate key conceptual distinctions in theories of psychology.
- Communicate understanding of different psychological theories writing.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

This is an online class it will include, assigned readings, discussions, videos, electronic documents, and more.

## IX. Methods of Assessment

- **Chapter Exams (50 percent) (PR, SR)** – Careful examination of assigned readings is essential for this reading-and-discussion-based course, so you will be held accountable for completion of the reading assignments. Quizzes will assess your knowledge and understanding of what you have read, focusing especially on the technical terminology. All information for the quizzes will be taken directly from the text. Quizzes will be open book. The FINAL EXAM will count the same as other Chapter Exams. It too will be open book.
- **Labs and Discussions ( 50 percent) (CT, SR, PR)** – There will be weekly labs and discussions that will cover a variety of topics. These will count for half of your grade.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### **X. Course/Classroom Policies**

This class is taught entirely online. These classroom rules should be adhered to as they will effect your grade.

1. **Participate.** There will be regular chances for you to interact with your classmates in discussion boards. You should participate as outlined in your lab instruction sheet.
2. **Be kind.** Rudeness, personal attacks and foul language will NOT be tolerated in the Discussion Boards and may result in dismissal from class depending on severity.
3. **Turn in assignments on time.** All Chapter Exams and Labs have a due date. By accepting this syllabus, you agree to accept a score of zero on any late work, unless prior arrangements have been made.
4. **Don't cheat.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled "Student Misconduct," subsection "Academic Dishonesty."
5. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line of any email that you send me, please indicate the content of the email.

### **XI. Course Outline/Schedule**

<b>Due Dates</b>	<b>Test Due</b>	<b>Labs and Discussions Due</b>
1/21/18	<b>Introduction</b>	<b>Introduction Assignment:</b> Student Profile: Introduce Yourself to the Class
1/28/18	<b>Chapter 1 Test</b> The Science of Psychology	<b>Class Interaction 1:</b> Human Nature Debate Posts to Discussion Board
2/4/18	<b>Chapter 2 Test</b> The Biological Basis of Behavior	<b>Human Nature Activity Summary Due</b> <b>Lab Activity:</b> Left Brain Right Brain Test & Write Up
2/11/18	<b>Chapter 3 Test</b> Sensation and Perception	<b>Class Interaction 2:</b> Mind-Body Debate Posts to Discussion Board <b>Lab</b> Stroop Effect
2/18/15	<b>Chapter 4 Test</b> States of Consciousness	<b>Mind Body Activity Summary Due</b> <b>Lab Activity:</b> Dream Analysis
2/25/15	<b>Chapter 5 Test</b> Learning	<b>Dream Activity Summary Due</b> <b>Lab Activity:</b> Delayed Gratification
3/4/18	<b>Chapter 6 Test</b> Memory	<b>Class Interaction 3:</b> To Spank or Not to Spank Posts to Discussion Board <b>Lab Activity:</b> Memory Exploration
3/11/18	<b>Chapter 7 Test</b> Cognition and Mental Abilities	<b>Spanking Activity Summary Due</b> <b>Lab Activity:</b> Intelligence Test
3/18/18	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
3/25/18	<b>Chapter 8 Test</b> Motivation & Emotion	<b>Lab Activity:</b> Emotional Intelligence Test
4/1/18	<b>Chapter 9 Test</b> Life Span Development	<b>Lab Activity</b> Life Expectancy
4/8/18	<b>Chapter 10 Test</b> Personality	<b>Lab Activity</b> Personality Tests
4/15/18	<b>Chapter 11 Test</b> Stress and Health Psychology	<b>Lab Activity</b> Stress Assessments
4/22/18	<b>Chapter 12 Test</b> Psychological Disorders	<b>Lab Activity:</b> Schizophrenia
4/29/18	<b>Chapter 13 Test</b> Therapies	<b>Lab Activity:</b> Online Psychotherapy
5/6/18	<b>Chapter 14 Test</b> Social Psychology	<b>Lab Activity:</b> Stanford Prison Study
5/8/18- 5/10/18	<b>PROCTORED FINAL EXAM</b>	

**XII. Non-Discrimination Statement**

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

**XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.