



RANGER COLLEGE
STEPHENVILLE, TEXAS

COURSE SYLLABUS
GENERAL PSYCHOLOGY

PSY 2301

3 credit hours

INSTRUCTOR:

Crystal Rose

PSY 2301 Fall 2017 Semester

INSTRUCTOR: Crystal Rose
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OFFICE: Faculty Offices, Ranger College Erath County
PHONE: 254-968-1087
HOURS: Monday/Wednesday 8:30-10:00 AM, Tuesday/Thursday
2:00-3:00 PM, Friday 9:00 AM-12:00 PM

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

III. Required Background or Prerequisite

In order to take PSY 2301, students must achieve a passing score on TSI reading section or equivalent alternative test.

IV. Required Textbook and Course Materials

Morris, Charles G., & Maisto, Albert A. (2015). Understanding Psychology (11th ed.) Boston: Prentice Hall

V. Course Purpose

Courses in the Social/Behavioral Sciences category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

VI. Learning Outcomes

Upon successful completion of this course, students will:

- Identify various research methods and their characteristics used in the scientific study of psychology. Describe the historical influences and early schools of thought that shaped the field of psychology. Describe some of the prominent perspectives and approaches used in the study of psychology.
- Use terminology unique to the study of psychology.

PSY 2301 Fall 2017 Semester

- Describe accepted approaches and standards in psychological assessment and evaluation. Identify factors in physiological and psychological processes involved in human behavior.

VII. Core Objectives

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

- X **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- X **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
- X **Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- X **Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

General Psychology is a hybrid course consisting of active collaboration-both inside and outside of the classroom.

IX. Methods of Assessment

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

HOMEWORK 10% (CT) (PR) (SR)

EXAMS 40% (CT) (PR) (SR)

3 ARTICLE REVIEWS 15% (CT) (COM)

FINAL EXAM 5% (CT) (PR) (SR)

PARTICIPATION 10% (PR)

PERSONALITY TEST SUMMARY 5% (PR)

SCHIZOPHRENIA LAB 10% (SR)

CONDITIONING EXPERIMENT 10% (COM) (CT) (SR)

HOMEWORK (10%) (CT) (PR) (SR)

The homework is writing intensive and designed to help you prepare for exams. There will be one

PSY 2301 Fall 2017 Semester

homework assignment per chapter. A point value of 25-points- per roman numeral comprises each assignment.

EXAMS (40%) (CT) (PR) (SR)

There will be a total of four exams EXAM #1 (Chapters 1-3), EXAM #2 (Chapters 4-8), EXAM #3 (Chapters 8-12), and EXAM #4 (Chapters 13-14). Exams will be a combination of short answer and multiple choice.

ARTICLE REVIEWS (5% each) (CT) (COM)

Primary source material is essential to understanding psychology. Although having the entire class read several dozen articles might be a good way for you to see what's happening in the field, I think the amount of work required is a bit unrealistic. Instead, we will operate as a gigantic study group. You will find three articles throughout the semester to read, review, submit, and present to the class via discussion on Blackboard. These articles should be psychology-related. Your articles MUST come from an ACADEMIC JOURNAL.

Go to RangerCollege.edu and select "Library." Select "SEARCH DATABASES." Click "TexShare Databases." Enter Username: rcc5162 Password: tx76470 Click "All EBSCO." Under "SEARCH INDIVIDUAL DATABASES," click "Psychology and Behavioral Sciences Collection." You may select any article within the "Psychology and Behavioral Sciences Collection" for your review. Recognize the most important points in your articles (see template), and present that information to the class in two ways:

1. Write a short (two-three page) review (NOT SUMMARY) of each of your article using the "Template for Review of Journal Article," (see syllabus) and submit under CONTENT in Blackboard on it's due date (see course calendar). At the top of your paper, put "Name, Title of Article, Author and Brief background, Link to Article, Date of Submission" as shown in the template. Include the bold headings listed in the template (**Introduction, My Review, Conclusion**) as headers in the body of your paper. Use the gray bulleted points as a guide for content you write below your bold headings. You may include the bulleted points as sub-headings throughout your paper if you wish. Minimum of 2 pages or 800 words, Font size 11, 1" margin all round. See rubric for grading information. You will not get a grade for the Article Review if you do not post under CONTENT in Blackboard.
2. Post your Article Review AND give a brief summary of your article review findings by clicking Discussion Board, Article 1, Create Thread, AND respond to two other students' posts in the discussion board.

FINAL (5%) (CT) (PR) (SR)

There will be a comprehensive final exam.

PARTICIPATION (10%) (PR)

Weekly group/individual presentations/assignments are given. Assignments and projects are given in class and presented during class. This means that if you are absent on the date in which we do the Chapter Presentation, and you did not hand in the assignment PRIOR to the class date, you will receive a zero. Late work/make up work is not accepted.

PSY 2301 Fall 2017 Semester

PERSONALITY TEST SUMMARY (5%) (PR)

Go to <https://www.16personalities.com> and take the personality test. Complete the online test prior to due date. SAVE RESULTS for your own reference. You must write a one paragraph summary of what you learned about yourself based on these tests and whether or not you agree with the findings.

SCHIZOPHRENIA LAB 10% (SR)

I have designed this lab in order that each of you may gain a little more insight in to mental illness, specifically Schizophrenia. Schizophrenia is a seriously debilitating illness which effects thousands of people in the U.S and worldwide. **If you are taking the course online only, please watch both parts of the 20/20 documentary.** It is about 10 years old, but is still very relevant. **If you are taking the class face to face, we'll watch the film Unlisted. IN ADDITION, choose ONE of the THREE Ted Talks listed.** Watch these videos with an open mind. Imagine the effects of this disease on the individual, their family, friends, and community. Then write a one paragraph summary on your thoughts, feelings, etc. on schizophrenia and mental illness as a whole. Post your paper here.

20/20 Documentary Part 1

http://www.youtube.com/watch?v=74vTftboC_A

20/20 Documentary Part 2

<http://www.youtube.com/watch?v=YXimT5CHCDE&feature=relmfu>

Elyn Saks Ted Talk (personal account of schizophrenia) <https://youtu.be/f6CILJA110Y>

Cecilia McGough Ted Talk (personal account of schizophrenia) <https://youtu.be/xbagFzcyNiM>

Delaney Ruston Ted Talk (her father had schizophrenia) <https://youtu.be/HLz8IujtECQ>

Cyndi Shannon Weickert Ted Talk (her twin brother had schizophrenia)

<https://youtu.be/4jUdCy6Vghw>

CONDITIONING EXPERIMENT 10% (COM) (CT) (SR)

For the face to face class, you will conduct your OWN conditioning experiment in groups. For online only students, you'll work individually. Your conditioning experiment requires teaching behavior using either Classical OR Operant Conditioning. You must correctly identify each element (unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response for classical conditioning OR positive punishment, negative punishment, positive reinforcement, and negative reinforcement for operant conditioning). I'll share videos as examples of conditioning. You can share your conditioning experiment with the class either via video OR by bringing the subject to class to perform learned behavior.

X. Course/Classroom Policies

Attendance and Class Participation

The absence policy of Ranger College will be followed. Open-ended, active discussion of course concepts is encouraged. Such discussion fosters an application of course material to personal

PSY 2301 Fall 2017 Semester

experiences and exposure to others' viewpoints. Students must be in class to participate and receive participation points. Every student has his/ her own life that is full of commitments. However, due to the limited amount of time that we have, you are expected to attend all class periods. If a student must be absent from an exam, he/she must notify the instructor at least one day prior to the exam. The instructor assigns the alternative date for the make- up exam. **THE STUDENT WILL RECEIVE A GRADE OF "0" FOR THE MISSED EXAM IF THE ABOVE GUIDELINES ARE NOT FOLLOWED.** If a student has a planned absence on the due date of an item listed in this syllabus (quiz, project, paper, test, report etc.), he/she must still submit the work on Blackboard. If the student does not submit the work, a zero is earned. Students are permitted one absence for this class. After 2 absences, he/she will be required to submit a 3 page paper for each chapter discussed in class or covered in assigned readings. After the equivalent of 3 weeks missed, you will be asked to drop the class. Late work OR make up work will not be accepted. ALL work is retrieved and submitted via BLACKBOARD. If a student does not have access to Blackboard, he/she needs to gain access before the second day of class. To access Blackboard instructions, go to [http:// www.rangercollege.edu](http://www.rangercollege.edu) and click Blackboard OR go straight to rangercollege.blackboard.com. Our course will be listed.

Early Alert Reporting (EAR)

Early Alert Reporting is a college-wide effort designed to support student learning by identifying and warning students who may be in danger of failing one or more courses. Faculty will identify students in their classes who may be in danger of failing as well as the reason for their concerns. Faculty will use Early Alert Attendance to track student attendance for each class meeting. Faculty will also submit EAR Grade Track reports on student grades, retention reports, and report final grades. Students have access to this data through Campus Connect. Simply go to <http://www.rangercollege.edu>, click Campus Connect, then Campus Connect for Students. Enter your student ID. Your pin is your 8 digit birthdate. Use numbers only. By week six of the semester, I will notify the Retention Coordinator if you have struggled with excessive absences, incomplete work, or difficulty with the course content. This warning is not an official grade, yet it indicates concerns about your progress that need to be addressed immediately. If you are contacted about an Early Alert Report, please respond to the Retention Coordinator and respective campus personnel to discuss action strategies and resources for academic improvement and, ultimately, success.

Electronic Devices in Classrooms

The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beepers, watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period. Students will not interact with these devices at any time during classroom instruction. A student who chooses to use an electronic device will be dismissed from class until he/ she can return without the device turned on. The student will be responsible to make up what was missed in class on his/her own time. A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination. Finally, PLEASE BE ON

PSY 2301 Fall 2017 Semester

TIME--it is very distracting when students arrive late, and it will be hard for you to follow the lecture if you miss the opening minutes.

Academic Dishonesty

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any other act designed to give unfair academic advantage to the student.

A. Cheating on academic work includes:

1. Copying another student’s test paper in academic work;
2. During a test, using materials that are not authorized by the test administrator;
3. Failing to comply with instructions given by the person administering the test;
4. Possession during a test of materials that are not authorized by the person giving the test, such as class notes, specifically designed “crib” notes, and/or the utilization of electronic devices to deliver and/or receive answers. The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
5. Using, buying, selling, stealing, transporting, or soliciting the contents of an un-administered test, test key, homework, solution, or computer program.
6. Collaborating with, seeking aid or receiving assistance from, another student or individual during a test or in conjunction with other assignments without authority.
7. Discussing the contents of an examination with another student who will take the examination.
8. Divulging the contents of the examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test or any course-related assignment.
10. Having another person obtain an un-administered test, test key, homework solution or computer program, or information about an un-administered test, test key, homework solution, or computer program.
11. Falsifying research data, laboratory reports, class observations, verification forms, and/or other academic work offered for credit.
12. Taking, keeping, misplacing or damaging the property of the college, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
13. Possession at any time of current or previous test materials without the instructor’s permission.

B. “Plagiarism” includes, but is not limited to, the appropriation of buying, receiving as a gift, or obtaining by any means, material that is attributable in whole, or in part, to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and to present the material as one’s own for academic advantage is strictly prohibited.

C. “Collusion” is defined as the unauthorized collaboration with another person in preparing written work for credit.

D. “Falsifying academic records” includes, but is not limited to, altering or assisting in altering, of any official record of the college and/or submitting false information or omitting requested information that is required or related to, any academic record of the college. Academic records include, but are not limited to, applications for admission, the awarding of a degree and/or certificate, grade reports, test paper, registration materials, grade change forms, grade check forms, and reporting forms used by the Office of the Registrar.

PSY 2301 Fall 2017 Semester

E. “Misrepresenting facts” to the College or an agent of the college includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignments for the purpose of obtaining an academic or financial benefit for oneself or for another individual; or providing false or misleading information in an effort to injure another student academically or financially.

All questions of academic dishonesty are first considered and reviewed by the faculty member. If the student does not accept the decision of the faculty member, the next step will be to appeal to the appropriate instructional administrator. If the student disagrees with the decision of the division chair, the student’s case may then be referred to the Vice President for Student Services for normal disciplinary procedures. The student will be allowed to remain in class until the process is exhausted.

XI. Course Outline/Schedule

FALL 2017 COURSE CALENDAR

The following schedule for this course is subject to change.

COURSE CALENDAR

The following schedule for this course is subject to change.

Week 1 Welcome, 3 Things, Introduction to Course, Blackboard Introduction, “*Getting Acquainted*” Assignment (due in Blackboard by Monday, 9/4 11:59 PM)

Week 2 Discuss Results for “*What Is Your Learning Style?*” on “*Getting Acquainted*” Assignment, Chapter 1: Science of Psychology (due in Blackboard by Monday, 9/11 11:59 PM)

Week 3 Chapter 2: The Biological Basis of Behavior (due in Blackboard by Monday, 9/18 11:59 PM)

Week 4 Chapter 3: Sensation and Perception (due in Blackboard by Monday, 9/25 11:59 PM), TEST REVIEW, Article Review #1 DUE, EXAM #1 (Chapters 1-3)

Week 5 Chapter 4: State of Consciousness (due in Blackboard by Monday, 10/2 11:59 PM)

Week 6 Chapter 5: Learning, (due in Blackboard by Monday, 10/9 11:59 PM)

Week 7 Chapter 6: Memory (due in Blackboard by Monday, 10/16 11:59 PM)

Week 8 Chapter 7: Cognition & Mental Abilities AND Chapter 8: Motivation & Emotion (due in Blackboard by Monday, 10/23 11:59 PM), TEST REVIEW

Week 9 CONDITIONING EXPERIMENT DUE, Article Review #2 DUE, EXAM #2 (Chapters 4-8) (both due in Blackboard by Monday, 10/30 11:59 PM)

Week 10 Chapter 9: Life-Span Development AND Chapter 10 Personality, Discuss Personality Test Summary (due in Blackboard by Monday, 11/6 11:59 PM)

Week 11 Chapter 11: Stress & Health (due in Blackboard by Monday, 11/13 11:59 PM)

Week 12 Face to Face Classes watch UNLISTED in class. Online only, watch 20/20 documentary.

PSY 2301 Fall 2017 Semester

Week 13 No Class! Happy Thanksgiving!

Week 14 Chapter 12: Psychological Disorders, TEST REVIEW, Schizophrenia Lab Paragraph DUE, Article Review #3 DUE, EXAM #3 (Chapters 8-12) (due in Blackboard by Monday, 11/27 11:59 PM)

Week 15 Chapter 13: Therapies, Chapter 14: Social Psychology, Personality Test Summary DUE, EXAM #4 (Chapters 13-14) (due in Blackboard by Monday, 12/4 11:59 PM),

Week 16 Extra Credit & FINAL EXAM REVIEW (due in Blackboard by Monday, 12/11 11:59 PM)
FINAL EXAMS 12/19-12/21

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.

PSY 2301 Fall 2017 Semester
JOURNAL ARTICLE REVIEW TEMPLATE

Name :

Title of Article :

Author and Brief background :

Link to Article :

Date of Submission :

MY REVIEW

Introduction-Give an overview of the article.

DEVELOPMENT

- What are the key points in this article?
- What did I find striking or interesting about these key points?
- How relevant are the key points to my role as a (insert future profession)?
- What do I agree or disagree with in this article?
- How has this article influenced me in thinking deeply about my values, beliefs and assumptions?
- How specifically will I be able to use the information and knowledge to improve or enhance my learning in terms of approaches, strategies, methods or techniques?

CONCLUSION

- What new insights/discoveries have I made in relation to my role as a student?
- How will I make use of this new knowledge in future?
- What further information or knowledge should I seek to expand my knowledge in relation to the contents of this article?

Grading	Description of Quality of Work
Excellent (A) 90 and above	Very clear focus and clarity of thoughts and expression. Key points are well developed and described in detail. Excellent analysis of article content that is discerning, in-depth and supported. There is a high quality of reflection as can be seen in the ability to relate to one's values, beliefs and experiences to the content of the article. The reviewer is able to suggest how the information and knowledge could be adopted or adapted innovatively to enhance or improve learning. Personal insights and views that are expressed show that the reviewer has thought critically and reflectively about the article and the effects on his/her role.
Very Good (B) 80 - 89	The review is clear, well organized with logical sequencing and elaboration of key points. All key points are adequately detailed and there is in-depth analysis of some of the points. Good effort has also been made to relate the content of the article to one's role and competencies and interesting ideas were proposed for improving or enhancing learning. Insights and discoveries made show a good understanding of the article content and that that the reviewer has made good effort to reflect on his/her values, beliefs and experiences.
Good (C) 70 - 79	There is adequate analysis of the article content but with some points detailed more than others. Relationship is drawn between some key points and one's role and competencies. The reviewer was able to suggest how the information and knowledge could be applied in their field and learning to improve or enhance current practices. Overall, the review is satisfactory in that it shows an overall understanding of the content and the ability to reflect on the content to obtain adequate benefits.
Satisfactory (D) 59-60	The review is lacking in focus and clarity of expression. Key points not elaborated upon and details are minimal. Little analysis of content. Minimal reflection and insights given.

Unsatisfactory (F) Article review was simply a short summary or nothing was submitted.

Below 60