

Genesee Community College

Course Syllabus

Course ID: PSY101 **Course Section:** Per 5

Title: General Psychology

Term: Spring 2007

Instructor Name: Mr. Cook

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Catalog Description: Introduces the scientific study of human and animal behavior. Topics include basic methodology, motivation, emotion, learning, memory, human development, personality, psychological disorders, and therapy. Prerequisite: REA101 or having met the College's reading competency.

Course

Description: This is a college level course offered as an elective by the Social Studies Department.

Objectives:

Research Methodology

1. Students will be able to apply the major steps of the scientific method by writing a 3-5 page paper on an empirical research study written in accordance with professional standards (APA) while scoring a minimum of 65% on the research paper assessment rubric*.

2. Students will be able to correctly label correlational/descriptive and experimental examples of research and list two strengths and two weaknesses of each of these research methods; and correctly identify in an example of an experiment which variables are the independent and which are the dependent.

Neuroscience and Behavior

3. Students will be able to match the following six parts of a neuron to descriptors of their functions: dendrites, cell body, axon, myelin sheath, terminal branches, and synapse.

4. Students will be able to list the two major divisions of the nervous system and list each of the four lobes of the brain and at least one function of each.

Sensation and Perception

5. Students will be able to describe the process involved in changing light and sound energy from external stimuli into brain cell activity within the cortex of the brain.

6. Students will be able to give an example that illustrates the statement: people's experiences of the world are subjective, and correctly identify examples of four Gestalt principles.

Learning and Conditioning

7. Students will be able to correctly label examples of classical, operant, and observational/social learning.*

8. Student will be able to correctly identify in an example of classical conditioning which variables are the CS, UCS, CR, and UCR and correctly indicate in an example of operant conditioning whether it illustrates positive reinforcement, negative reinforcement, or punishment.*

Human Memory

9. Students will be able to: describe each of the key processes involved in memory and give an original example each; list two reasons why forgetting occurs and provide an example of how each reason can be used to explain why someone may score poorly on a test; and state three ways to improve memory and describe how each of these would be successfully used when studying for an exam.

Cognition

10. Students will be able to list and explain at least two barriers to successful problem-solving and decision-making.

Motivation and Emotion

11. Students will be able to identify at least two biological factors that regulate hunger and at least one environmental factor that regulates hunger.

12. Students will be able to correctly label descriptions of the James-Lange, Cannon-Bard, and Schachter Two Factor theories of motivation.

*This course objective has been identified as a student learning outcome that must be formally assessed as part of the College's Comprehensive Assessment Plan. All faculty teaching this course must collect the required data (see Assessing Student Learning Outcomes form) and submit the required analysis and documentation at the conclusion of

the semester to the Office of Assessment and Special Projects.

Human Development

13. Students will be able to list three prenatal environmental influences and explain the applied benefits from ongoing research in this area of development; give an example of one behavior typical of each of the four stages of Piaget's stage theory of cognitive development; and provide an example of how biological and environmental factors influence two areas of development.

Personality Theories

14. Students will be able to identify personality as an individual's enduring response patterns across a variety of situations, correctly identify two basic constructs associated with at least three of the major personality theories, and indicate at least two methods or techniques for measuring personality.

Psychological Disorders

15. Students will be able to discuss at least one difficulty in defining/identifying psychological disorder.

16. Students will be able to correctly label examples of panic disorder, dissociative identity disorder, major depressive disorder, bipolar disorder and schizophrenia.

17. Students will be able to identify at least one biological explanation and at least two psychological explanations for the causes of psychological disorders.

Therapy Models

18. Students will be able to distinguish between clinical psychologists and psychiatrists with regard to their training and their orientation.

19. Students will be able to correctly differentiate among the therapeutic techniques of at least three of the major psychological models of therapy, and list at least three specific biologically-based therapies.

Required

Materials: Text, Organization materials (folders, notebooks)

Required Text:

Each student will be required to purchase a copy of the text Exploring Psychology, by David G Myers. We will also be supplementing with several other texts including Weiten's Psychology. Students will also be utilizing the textbook website. The link and other helpful information will be posted in my docushare folder.

Course

Requirements:

Each student will be required to:

Maintain a minimum of a 70 average to remain in the college course.

Successfully complete a 3-5 page paper on an empirical research study written in accordance with professional standards (APA) while scoring a minimum of 65% on the research paper assessment rubric*.

Complete two major examinations

Complete lab activities

Complete ten quizzes

Complete required text and supplemental reading assignments

Grading Criteria:

Your course average will be based upon the following categories

Classwork (such as assignments, labs, paper,) 50 %

Tests and Quizzes 50%

Individual items in these categories may be weighed differently. For example, the research paper will be given higher weights in the class average than other work. Specific weights for each assignment will be given when it given.

Students will be able to make up low classwork grades by redoing the work. Extra credits options and remediation for quiz grades may be made available at the discretion of the instructor. There is no remediation for tests.

Policies:

Attendance – The district policy for attendance will be in effect. Students will have 5 school days to make up any quizzes or classwork they have missed. Students are responsible for all content covered in the class.

Test dates will be noted in the class schedule issued at the beginning of each semester. Students are not able to make-up missed tests, unless a unique and unavoidable circumstance has occurred. The student must contact the instructor immediately to inform the instructor they will not be in attendance for the test. Decisions regarding a make-up will be made on a case-by-case basis and are done at the discretion of the instructor.

All assignments are due at the beginning of the class assigned unless specifically indicated. Students have access to Internet resources at several locations. Assignments involving the use of the Internet will not be accepted late because of difficulties with personal Internet connections or problems with computer hardware.

Students who are legally absent must turn in work at the beginning of the next class period, or will begin to receive penalties based upon the list below. Work not completed may receive the following penalties:

2 points of if not completed at the beginning of the period
5 points off per school day

No work will be accepted or graded after the close of each ten-week marking period. Students who are absent for an extended period are required to contact the instructor to make arrangements for work.

Students are encouraged to review all emergency procedures for building. Evacuation procedures will be reviewed the first day of class.

Schedule /Calendar:

All readings are in Myers Exploring Psychology unless other wise noted.

Dates: Jan 29 - Feb 2

Topic: Introduction to Psychology and Research Methodology

Student Outcomes covered: #1,2

Readings and Assignments: Chapter 1

Quiz/Tests: [Quiz on Material](#)

Dates: Feb 5 - Feb 16

Topic: Neuroscience and Behavior

Student Outcomes covered: #3,4

Readings and Assignments: Chapters 2, 3;

Quiz/Tests: Quiz on Material

Dates: Feb 26-Mar2

Topic: Sensory and Perception

Student Outcomes covered: #5,6

Readings and Assignments: Chapter 5; lab assignment

Quiz/Tests:

Dates: 5 Mar 5-Mar 9

Topic: Learning and Conditioning

Student Outcomes covered: #7,8

Readings and Assignments: Chapter 7; Lab assignment

Quiz/Tests:

Dates: Mar12-Mar 16

Topic: Human Memory

Student Outcomes covered: #9
Readings and Assignments: Chapter 8; Lab assignment
Quiz/Tests:

Dates : Mar 19-Mar 22
Topic: Cognition
Student Outcomes covered: #10
Readings and Assignments: Chapter 9; field work
Quiz/Tests:

Dates: 26-30
Topic: Review
Student Outcomes covered: 1-10
Readings and Assignments: Paper proposals due
Quiz/Tests: Midterm Test On Wed, Thurs 27, 28th
3rd Quarter Marker period ends Friday Mar 30

Dates April 2 -5
Topic: Motivation and Emotion
Student Outcomes covered: #11,12
Readings and Assignments: Work on paper; Chapter 10,11; lab assignment
Quiz/Tests:

Dates: April 16-20
Topic: Human Development
Student Outcomes covered: #13
Readings and Assignments: Chapter 4; field assignment
Quiz/Tests: quiz on material

Dates: April 23- 27
Topic: Personality Theories
Student Outcomes covered: # 13,14
Readings and Assignments: Work on paper; Chapter 12
Quiz/Tests: Quiz on material

Dates: April 30-May11th
Topic: Psychological Disorders
Student Outcomes covered: #15,16, 17
Readings and Assignments: Work on paper: Chapter 13
Speaker: Clinical Psychologist
Quiz/Tests: Quiz on material

Dates: May 14-May18
Topic: Therapy Models
Student Outcomes covered: #18, 19
Readings and Assignments: Work on paper Chapter 14
Quiz/Tests: Quiz on material

Dates: May 21st-June 1
Topic: Psychology and you : Wrap Up
Paper Discussion and presentation. All papers due JUNE 1

Dates June 4th - 8th
Review
Final Test June 11th and 12th

Outline:

- I. Research Methodology
- II. Neuroscience and Behavior
- III. Sensation and Perception
- IV. Learning and Conditioning

V. Human Memory

VI. Cognition

VII. Motivation and Emotion

VIII. Human Development

IX. Personality Theories

X. Psychological Disorders

XI. Therapy Models

Other possible topics: Social Psychology.
States of Consciousness.
History of Psychology.

Notes:

PLAGIARISM / CHEATING: Plagiarism is the dual act of presenting and claiming the words, ideas, data, or creations of others as one's own. Plagiarism may be intentional--as in a false claim of authorship--or unintentional--as in a failure to document information sources using MLA, APA, CBE, or other style sheets or manuals adopted by instructors in the College. Presenting ideas in the exact or nearly exact wording as found in primary or secondary sources constitutes plagiarism, as does patching together paraphrased statements without in-text citation. Each faculty member will determine appropriate responses to plagiarism. Disciplinary action resulting from confirmed instances of plagiarism and/or cheating may include receipt of a failing grade on an assignment or the course, removal of a student from a class, or expulsion of a student from the College.