**PSY-1010: GENERAL PSYCHOLOGY**

**Cuyahoga Community College**

**Viewing: PSY-1010 : General Psychology**

**Board of Trustees:**

2018-05-24

**Academic Term:**
Fall 2019

**Subject Code**
PSY - Psychology

**Course Number:**
1010

**Title:**
General Psychology

**Catalog Description:**
Scientific study of human behavior. Topics include history of psychology, scientific methods, biological processes, sensation and perception, consciousness, learning, intelligence, human development, motivation and emotion, personality, abnormal behavior, social psychology and diversity.

**Credit Hour(s):**
3

**Lecture Hour(s):**
3

**Lab Hour(s):**
0

**Other Hour(s):**
0

**Requisites**

**Prerequisite and Corequisite**
ENG-0990 Language Fundamentals II, or appropriate score on English Placement Test.

**I. ACADEMIC CREDIT**

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

**II. ACCESSIBILITY STATEMENT**

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at https://www.tri-c.edu/student-accessibility-services/. Blackboard accessibility information is available at http://access.blackboard.com.

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment Office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf.
VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic. Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:

• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes
Course Outcome(s):
Describe psychological theories, principles, and concepts.

Objective(s):
1. Identify parts of the brain anatomy, including the limbic system and lobes of the brain.
2. Describe several theories aimed at explaining the function of sleep.
3. Describe the progression from substance use to substance abuse, including relationships between substance abuse and tolerance, addiction and psychological and physical factors related to addiction.
4. Differentiate between REM (Rapid Eye Movement) and non-REM sleep.
5. Describe sleep disorders and possible treatments for the disorders.
6. Identify the neurotransmitter systems affected by various categories of drugs.
7. Describe how different categories of drugs affect behavior and experience.
8. Discuss three basic functions of memory.
9. Describe the three stages of memory storage.
10. Explain brain functions involved in memory.
11. Identify basic parts of the neuron.
12. Discuss problems with memory such as amnesia, unreliability of eyewitness testimony, encoding failure and interference.
13. Recognize and apply memory-enhancing strategies.
15. Distinguish concepts and prototypes.
16. Describe cultural factors related to the perception of pain.
17. Explain the figure-ground relationship and Gestalt principles of grouping.
18. Define intelligence.
19. Identify the difference between various historical and modern theories of intelligence.
20. Explain how intelligence tests are developed and used and how they benefit society.
22. Describe how neurons communicate with each other.
23. Explain how learned behaviors are different from instincts and reflexes.
24. Recognize, define, and apply to real-life experiences the three basic forms of learning: classical conditioning, operant conditioning, and observational learning.
25. Define and distinguish between the three domains of development.
26. Identify the differences between the major historical and modern theories of lifespan development.
27. Define language and demonstrate familiarity with the components of language.
28. Describe how the use of language develops.
29. Discuss the problems inherent in defining the concept of psychological disorder.
30. Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and symptomatic of a psychological disorder.
PSY-1010: General Psychology

31. Describe the immune system and how stress impacts its functioning.
32. Describe how stress and emotional factors can lead to the development and exacerbation of cardiovascular disorders, asthma, and tension headaches.
33. Explain how drugs act as agonists or antagonists for a given neurotransmitter system.
34. Explain how people with psychological disorders have been treated throughout history.
35. Distinguish between psychotherapy and biomedical therapy.
36. Recognize orientation (schools of thought) to psychotherapy.
37. Discuss psychotropic medications and recognize which medications are used to treat specific psychological disorders.
38. Explain how the sociocultural model is used in therapy.
39. Describe scientific methods.
40. Discuss basic psychological concepts and theories.
41. Identify the goals in the study of psychology.
42. Explain the psychological aspects of psychological and physical health.
43. Distinguish between causal and non-causal relationships.
44. Distinguish between sensation and perception.
45. Discuss the roles attention, motivation, and sensory adaptation play in perception.
46. Describe the basic functions of the chemical senses.
47. Explain what is meant by consciousness.
48. Explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted.

Course Outcome(s):
Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Describe and evaluate various methodologies used in psychological research.
2. Recognize ethical considerations as applied to conducting research and professional conduct.
3. Discuss critical psychological research findings.
4. Evaluate the objectivity, reliability and validity of information and recognize the importance of doing so as a consumer and in life, in general.
5. Understand and generate valid evidence for one’s positions on psychological issues.

Course Outcome(s):
Apply basic psychological principles to human history, current events, and daily human experience.

Objective(s):
1. Recognize factors influencing human behavior.
2. Discuss the role of psychology in society.
3. Apply psychological principles and facts to personal experience.

Course Outcome(s):
Recognize diversity and individual differences and similarities (e.g. gender, ethnicity, race) in a variety of contexts.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Discuss the impact of diversity on psychological behavior, theories, and research outcomes.
2. Describe ethnic, racial, and gender differences in brain structure, perception of pain, and attraction.
3. Discuss the nature of prejudice, stereotypes, and discrimination.
Methods of Evaluation:
1. Objective or essay examinations
2. Written research or project reports
3. Oral reports
4. Multimedia presentations
5. Designated evaluator observation (e.g. instructor or activity supervisor) and activity reports
6. Other methods selected by the instructor

Course Content Outline:
1. The Science of Psychology
   a. What is Psychology?
   b. History of Psychology
   c. Psychology Today
   d. Scientific Research
      i. Research methods
      ii. Ethical considerations
2. Biological perspective
   a. Neuron and nerves
      i. Structure of the neuron
      ii. How neurons fire
   b. Overview of nervous system
   c. Endocrine glands
   d. Studying the brain
      i. EEG imaging
      ii. MRI imaging
      iii. Functional MRI imaging
      iv. CAT imaging
   e. Structure of the brain
      i. Limbic system
      ii. Lobes of the brain
3. Psychological disorders
   a. What is abnormality?
   b. Diagnostic Statistical Manual of Disorders, version 5 (DSM-V)
   c. Disorders of Anxiety, Trauma, and Stress
      i. Obsessive Compulsive Disorder
   d. Dissociative disorders
   e. Mood disorders
      i. Major depression
      ii. Bipolar disorder
   f. Eating disorders
      i. Anorexia nervosa
      ii. Bulimia nervosa
   g. Schizophrenia
   h. Personality disorders
4. Psychological therapies
   a. Treatment: past to present
   b. Insight therapies
      i. Psychodynamic approach
      ii. Humanistic approach
   c. Action therapies
      i. Behavior therapies
      ii. Cognitive therapies
   d. Group therapies
      i. Types
      ii. Evaluation
   e. Effectiveness of psychotherapy
   f. Biomedical therapies
      i. Psychopharmacology
      ii. Other biomedical treatments
5. Learning
   a. Definition
   b. Classical conditioning
      i. Pavlov’s Dogs
      ii. Watson’s Emotional Conditioning
   c. Operant conditioning
      i. B. F. Skinner’s Skinner box
      ii. Positive and negative reinforcement
      iii. Schedules of reinforcement
   d. Cognitive learning theory
   e. Observational learning theory
6. Development across the life span
   a. Studying human development
      i. Four domains of development
         1. Physical
         2. Cognitive
         3. Social
         4. Emotional
   b. Prenatal development
      i. Zygote
      ii. Embryo
      iii. Fetus
   c. Infancy and childhood development
   d. Gender development
   e. Adolescence
   f. Prosocial behavior
   g. Peer pressure
7. Adulthood and aging
   a. Five stages of coming to terms with grief
8. Social psychology
   a. Social influence
      i. Social facilitation
      ii. Group think
   b. Social Cognition
      i. Obedience
      ii. Compliance
   c. Social Interaction
      i. Social conformity
9. Aggression and Prosocial Behavior
   a. Bystander effect
   b. Love and attraction
10. Cognition
    a. Cognition
    b. Intelligence
       i. Theories on intelligence
       ii. Intelligence testing
    c. Language
       i. Schema
       ii. Heuristics
11. Sensation and perception
    a. ABC’s of sensation
       i. Absolute threshold
       ii. Difference threshold
       iii. Just noticeable difference
       iv. Weber’s Law
    b. Science of seeing
       i. Structures of the human eye
    c. Hearing sense
       i. Structure of the human ear
    d. Chemical senses
i. Olfaction
ii. Gustation
e. Somesthetic senses
f. ABC’s of perception

12. Memory
a. What is memory?
b. Information Processing Model: Three Stages of Memory
c. Retrieval of short-term long-term memories
   i. First letter technique
d. Forgetting
   i. Types of amnesia
   ii. Repression
   iii. Motivated forgetting
e. Neuroscience of memory
   i. Brain structures involved in memory

13. Consciousness
a. What is consciousness?
   i. Definition
   ii. Altered states
b. Sleep
   i. Biology
   ii. Stages
   iii. Sleep disorders
   iv. Dreams
c. Psychoactive drugs

14. Personality
a. Psychodynamic perspective
   i. Freud
   ii. Erikson
b. Behaviorist and social cognitive view

c. Humanism and personality
   i. Rogers
   ii. Maslow
d. Trait theories
e. Genetics and culture
f. Influence of personality
g. Assessment of personality
   i. MMPI (Minnesota Multiphasic Personality Inventory)

15. Motivation, stress, and emotion
a. Understanding motivation
b. Why people eat
   i. Lateral hypothalamus
   ii. ventromedial hypothalamus
   iii. Eating disorders
16. Sexual motivation
a. Gender differences in sexual behavior
b. Sexual response cycle

17. Understanding emotion

Resources


**Instructional Services**

**OAN Number:**
TMSBS and OSS015

Top of page

Key: 3786