PSY-101H: HONORS GENERAL PSYCHOLOGY

Cuyahoga Community College

Viewing: PSY-101H: Honors General Psychology

Board of Trustees:
2015-01-29

Academic Term:
2015-08-24

Subject Code
PSY - Psychology

Course Number:
101H

Title:
Honors General Psychology

Catalog Description:
Examination of historical and conceptual foundations of modern psychology, its methodology and enduring issues within subdisciplines. Research basis of psychology and discussion of original source materials emphasized.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
Completion of ENG-1010 College Composition I with "B" or higher; or eligibility for ENG-101H Honors College Composition; or psychology department approval.

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 [http://www.tri-c.edu/accessprograms](http://www.tri-c.edu/accessprograms). Blackboard accessibility information is available at [http://access.blackboard.com](http://access.blackboard.com).

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
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 concealed 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 athttp://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 athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf.

Outcomes

Course Outcome(s):
Explain broad themes in psychology and relate these to specific psychological issues encountered in everyday life and more advanced studies.

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.
Objective(s):
1. Define psychology, describe its contents and the relationships among different topics within the field.
2. Demonstrate knowledge of the role of psychology in society.
3. Demonstrate knowledge of the major facts and theories of psychology.
4. Discuss historical and ongoing debates about the scientific nature of psychology.
5. Explain applications of psychology.
6. Analyze the impact of diversity on human behavior and the interpretation of psychological theory and research.

Course Outcome(s):
Understand the research process in psychology, plan research to test psychological hypotheses, and understand and evaluate the research of others.

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.

Objective(s):
1. Discuss historical and ongoing debates about the scientific nature of psychology.
2. Know the research methods and rules of evidence that are used in psychology and apply methods and rules to the evaluation of psychological hypotheses and theories.

Course Outcome(s):
Write psychological papers and research reports based on original research and/or literature reviews that are conceptually coherent and use evidence appropriately and effectively.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Analyze psychological topics into their constituent issues and relate these issues to broader psychological themes.
2. Conducts literature searches in psychology, knows how to use literature search tools, and evaluates sources for scientific merit.

Methods of Evaluation:
1. Evaluation must include one of the following:
   a. Written reports of original empirical research projects developed with support of psychology literature
   b. Written reports based on library research that includes original source material
   c. Written reports that describe or analyze field experiences in light of the psychology literature
2. Instructors may also include any of the following:
   a. Objective or essay examinations
   b. Multimedia presentations
   c. Designated evaluator observation
   d. Self-assessment of improvement
   e. Other methods selected by the instructor

Course Content Outline:
1. Definition of psychology in historical perspective: philosophy of science issue
2. Research methods in psychology: application to class research or individual reports
3. Human development
   a. Major concepts
   b. Evaluation of current theories
   c. Examination and integration of current research
4. Physiological psychology
   a. Physiology and structure of the nervous system
   b. Connections between brain and behavior
5. Perception and sensation
a. Relations between physiology and sensory experience
b. The empirical basis of psychology’s knowledge of sensation and perception
6. Consciousness, normal and altered
   a. Variations in subjective experience
   b. Current research and debate on the source of normal consciousness and the nature of alterations in it
7. Learning: Conditioning, behaviorism and alternative perspectives on learning
8. Memory and cognition
   a. Information processing and other concepts and theories
   b. Current research directions
   c. Practical applications
9. Motivation and emotion
   a. Biological, social and cultural factors
   b. Current controversies
10. Personality theory
    a. Description of perspectives and theories
    b. Current evaluations of perspectives and theories of personality
11. Assessment: Methods of psychological measurement and their application
12. Abnormal behavior and its treatment
    a. From theory and research to practice
    b. Societal implications
13. Social psychology
    a. Classic issue in social psychology
    b. Current research and theory
14. Diversity issues in psychology
15. How to write reports in psychology

Resources


"Annual Review of Psychology" Volumes I-current.

"Current Directions in Psychological Science" I-current.

"Contemporary Psychology" I-current.

"American Psychologist. I-current. 1954-present"

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**Instructional Services**

**OAN Number:**
TMSBS and OSS015

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