

## Course Syllabus

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**NOTE:** This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

**Department** : Psychology  
**Course Title** : General Psychology  
**Section Name** : Wb7  
**Start Date** : 08/22/2011  
**End Date** : 12/09/2011  
**Modality** : WEB  
**Credits** : 3

## Instructor Information

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**Name** : Kelie Jones  
**OC Email** : Odessa College  
**OC Phone #** : 432-335-6308

## Course Description

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Presents a basic understanding of Psychological terms, theories, and methodologies in the scientific discipline that studies behavior and mental processes. Cognitive abilities such as problem solving, decision-making, and communication, affective states like building self-esteem, and sociability, and behavioral events where one participates as a group member are explored. Information acquisition, interpretation, and communication of a psychological nature are the basis on which this course is predicated. In this way, psychological principles are understandable in the context of biology, the brain, neurotransmitters and hormones, personality theory, learning principles, lifespan development, relationships, abnormal psychology and therapies. A wide application of a variety of topics is the focus of this introductory course.

## Prerequisites/Corequisites

None

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## Scans

SCANS 5, 6, 9, 10, and 11.

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## Course Objectives

Define psychology and its four primary goals.\*

Explain the origins of psychology and the seven major perspectives that have emerged from its study.\*

Describe the scientific method and key ethical issues in psychological research.\*

Describe the advantages and disadvantages of four research methods.\*

Describe and define neurons and how they communicate information. \*

Describe the organization of the central and peripheral nervous system.

\*Identify and explain the roles of the lower level brain structures.

\*Describe the cerebral cortex, including its four cortical lobes and two hemispheres

\*Discuss how behavioral genetics and evolutionary psychology explain behavior

\*Define and differentiate sensation and perception.\*\*

Understand the principles of sensation (i.e., processing, thresholds, adaptation)\*

\*Describe the mechanisms of vision and hearing, including physical structures and key terms\*

\*Describe olfaction, gustation, and kinesthetic sense\*

\*Explain perception through the principles of selection, organization, and interpretation\*

\*Define and describe consciousness\*

\*Explain what happens to consciousness when we sleep\*

\*Describe how psychoactive drugs affect consciousness\*

\*Explain how altered states of consciousness such as hypnosis and meditation affect consciousness\*

\*Define classical conditioning and its relevance in everyday life.\*

\*Explain how operant conditioning works and how it can be used to affect behavior.\*

\*Describe how and when we learn, according to the cognitive-social theory. \*

\*Identify the neurological changes that occur with learning. \*

\*Explain how prejudice, marketing, medical treatments, and phobias are influenced by conditioning and learning.\*

\*Summarize the four major memory models \*

\*Explain the biological aspects of memory, including how memories are formed and where they are stored \*

- \*Describe how quickly we forget and theories of why we forget\*
- \*Identify techniques for improving memory\*
- \*Summarize the three most important debates in developmental psychology.\*
- \*Describe the physical changes that occur during prenatal, early childhood, and adolescent development.\*
- \*Identify the major characteristics of Piaget's four stages of cognitive development\*
- \* \*\*Explain how attachment affects social development.\*
- \*Summarize Kohlberg's theory of moral development and Erikson's eight stages of psychosocial development.\*
- \*Describe how gender differences are related to cognitive, personality, and social development.\*
- \*Identify factors that influence realistic relationship expectations and life satisfaction.\*
- \*Explain the three basic concepts about death and dying.\*
- \*Summarize three biologically based theories of motivation.\*
- \*Describe the internal and external factors that affect eating and sexual behavior.\*
- \*Explain the physiological, cognitive, and behavioral components of emotion.\*
- \*Compare the major theories of emotion and cultural influence on emotion\*
- \*Define the big five personality traits.\*
- \*Summarize the main contributions of Freud's psychoanalytic theory and those of subsequent psychodynamic theorists.\*
- \*Describe the main premise of humanistic theory.\*
- \*Identify Bandura and Rotter's contributions to social cognitive theories.\*
- \*Explain how biological factors such as brain structure, neurochemistry, and genetics affect personality.\*
- \*Summarize the benefits and limitations of various personality assessment methods \*
- \*Indicate four criteria for identifying abnormal behavior.\*
- \*Describe the structure of the DSM-IV-TR.\*
- \*Identify and describe four major anxiety disorders.\*
- \*Differentiate between major depressive disorder and bipolar disorder.\*
- \*Describe the common symptoms of schizophrenia as well as contributing biological and psychosocial factors.\*

\*Identify major characteristics of substance abuse, dissociative, and personality disorders.\*

\*Explain how gender and culture affect abnormal behavior\*\* \*

\*Summarize the similarities and differences among the various insight therapies. \*

\*Explain how classical conditioning, operant conditioning, and modeling are used in behavior therapies. \*

\*Identify the major types of biomedical therapies and the risks associated with them. \*

\*Summarize the five most common goals of therapy

Some course objectives may or may not be covered due to time constraints. Syllabus may be changed at any time if deemed necessary by instructor. Assignments are to be submitted using the Blackboard system. Assignments must be submitted in rich text format. Tests will be given using the blackboard system. The final will be given in class.

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### **Required Readings/Material**

You must purchase the following required readings/materials:

- a) Visualizing Psychology, 2ND EDITION. /Carpenter, Siri, & Huffman, Karen. Wiley, 2010
- b) A thumb drive with 2 GB or more memory/storage.

### **Course Requirements (Lectures, Assignments and Assessments)**

Activate and check Odessa College email every 24-36 hours

Log into Blackboard every 24-36 hours

Internet based assignments

Group assignments

Movie reviews

Blogs

Exams

### **Summary of Assignments & Activities**

NOTE: The due dates are subject to change. Please check this syllabus on a regular basis for any updates.

| <b>Item(Name)</b> | <b>Type</b> | <b>Description</b> |  |
|-------------------|-------------|--------------------|--|
|-------------------|-------------|--------------------|--|

|   |                           |   |  |
|---|---------------------------|---|--|
| Week 1-2<br>Welcome, Chapter 1 Introduction and Research Methods                                    | /test/                    | <i>Test over ch. 1</i>  |  |
| Week 3-4<br>Chapter 2 Neuroscience and Biological Foundations<br>Chapter 4 Sensation and Perception | /internet assignment/test | <i>Test over ch. 2 &amp; 4</i><br><i>Internet assignment</i>                                |  |
| Weeks 5-7<br>Chapter 5 States of Consciousness<br>Chapter 6 Learning<br>Chapter 7 Memory            | internet assignment/test  | Internet assignment to enhance material from chapters 5-7<br><br>Test to cover chapters 5-7 |  |
| Weeks 8<br>Chapter 9 Life span development 1<br>Chapter 10 Life span development 2                  | Test                      | Test  |  |
| Weeks 9-10<br>Chapter 11 Motivation and Emotion<br>Chapter 12 Personality                           | assignment/test           | Test to cover chapters 11-12<br><br>Internet assignment                                     |  |
| Weeks 11-13<br>Chapter 13 Psychological Disorders<br>Chapter 14 <i>Treatment</i>                    | group assignment          | Group project/presentation  |  |
| Week 14 Chapter 15  |                           |   |  |
| Week 15 Comprehensive final   |                           |   |  |

### Grading Policy

\*Grading Policy \* Late work is not accepted unless there is documented medical excuse. Tests can only be made up if there is a documented medical excuse. Extra credit points may become available at different times during the semester. This scale can/will change if deemed necessary.

**Grading:** Grades for all examinations and assignments will be converted to percentages. The following equation will be used to determine your final grade:

(Chapter 1 Exam \* .06) + (Chapter 2 Exam \* .06) + (Chapter 4 Exam \* .06) + (Chapter 5 Exam\*.06) + (Chapter 6 Exam\*.06) + (Chapter 7 Exam \* .06) + (Chapter 9-10 Exam \* .06) + (Chapter 11 Exam \* .06) + (Chapter 12 Exam \* .06) +

(Final exam \* .15) +

(Chapter 1, 2- 4 Homework assignments 1 \* .06) +

(Chapter 5-7 Homework assignment 2 \* .06)

(Chapter 11-12 Homework assignment 3 \* .06) +

(Chapter 13-14 Group project assignment 4 \* .13)+

= Final grade. Note: points will be added for attendance.

Your final grade will be on a scale from 0 to 100.

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

*Incomplete Policy:* A grade of “Incomplete” may be given only if (1) the student has passed all work completed, and (2) he/she has completed a minimum of 75% of the required coursework. A grade of “I” will only be assigned when the conditions for completions have been discussed and agreed upon, and signed by the instructor and the student.

**Academic Ethics: Your work is expected to be your own. Plagiarism and or collusion will not be tolerated. Please use proper citation when need. If unethical behavior is detected, all parties involved will be denied points for that project or exam. The questioned material and a report of the ethics violation will be submitted to the department chair for further action as deemed necessary**

**Note to students:** Keep track of all deadlines. The instructor will help you as much as possible to successfully complete this course, however, if you believe that you will not be able to stay in this course or if you fall to far behind in the course work, it is your responsibility to officially drop this course. If you do not, you will receive a F. \_\_\_\_\_

**Special Needs :** Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

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**Learning Resource Center (Library) :** The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian "](#) service provide additional help. \_\_\_\_\_

**Student E-mail :** Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

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**Student Portal :** Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

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**Technical Support :** For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

**Important School Policies** For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).