I. Introduction

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

B. This course satisfies three semester hours of the Social/Behavioral Science for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

C. Through this course, students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.

   - Critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
   - Communication skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
   - Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
   - Empirical and quantitative skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

D. Prerequisites(s): None

II. Learning Outcomes

Upon successful completion of this course, students will be able to:

A. Identify various research methods and their characteristics used in the scientific study of psychology.

B. Describe the historical influences and early schools of thought that shaped the field of psychology.
C. Describe some of the prominent perspectives and approaches used in the study of psychology.
D. Use terminology unique to the study of psychology.
E. Describe accepted approaches and standards in psychological assessment and evaluation.
F. Identify factors in physiological and psychological processes involved in human behavior.

III. Instructional Materials

The instructional material identified for this course is viewable from

http://www.ctcd.edu/im/im_main.asp

IV. Course Requirements

A. Reading Assignment: your instructor will discuss the role of reading assignments for the course. Successful students prepare by reading assigned textbook chapters prior to class.
B. Project, Oral Reports, Case Studies, Book Reports, Research Papers: Your instructor will assign one of these items for you to complete as a part of the requirements for this course. He/she will provide specific instructions regarding content, format, timelines, etc.
C. Class Performance: Your instructor will summarize and discuss CTC’s academic polices. You may refer to the CTC catalog for details. Your instructor will provide his/her polices on absences, make up work, etc.
D. Class Participation: Your instructor will explain how class participation affects your course grade, if applicable.

V. Examinations

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-exams will be handled according to the policy of the individual instructor.
VI. Semester Grade Computations

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.
B. Your instructor will explain how to compute your semester grade based upon:
   1. Examinations
   2. Written work
   3. Other measurable requirements
C. Grades are computed as follows:
   90-100 A
   80-89  B
   70-79  C
   60-69  D
   59 and below F

VII. Classroom Instructions

Academic Dishonesty

It is expected that students will study together outside of class. However, a student’s exam work should reflect his or her own knowledge. Academic dishonesty will not be tolerated. Any student who is suspected of cheating will be reported to the Dean of Students for disciplinary action and will receive a grade of F for this course.

Attendance

Regular and punctual attendance is required. Students are responsible for all material covered during an absence. An administrative withdrawal will be initiated by the instructor following five absences.

Scholarly Deportment

Students are expected to display appropriate classroom decorum at all times. Any behavior which distracts from the learning situation is inappropriate. Language, comments, and discussion will be in good taste, scholarly, and appropriate to the subject at hand. Sleeping in class and private conversations are a distraction to others and will result in an administrative drop from the class.
Attire appropriate to the academic environment is also expected. Clothing or lack of clothing which is embarrassing to others or distracts from learning should not be worn to class.

CTC is enriched by the varied backgrounds of our students. Enhance and demonstrate respect to the learning process despite divergent points of view.

Do not enter the class room after class has started or walk between the speaker and the class. If it is necessary to leave while class is in session, do not re-enter the room.

Do not bring cell phones to class or wear phones in your ear during class. If you fail to leave your cell phone behind, turn it off. It is never appropriate to answer a cell phone or check messages during class. Text messaging and cell phone answering will result in an administrative drop from the class.

No food or drinks are allowed in CTC classrooms.

Failure to follow class rules will result in being asked to leave the class and receiving an administrative drop from the class.

Americans with Disabilities Act

Any student who, because of disabling condition, may require special or additional accommodations to meet the course requirements should contact the Central Texas College Disability Support Services (526-1339) or the Learning Disability Support Services (526-1450) and the instructor as soon as possible in order that appropriate actions can be taken.

VII. Course Outline

Chapter One: What is Psychology?

Objectives

The successful student will be able to:

Define psychology.

Discuss the philosophical questions which motivate psychologists.

Identify the different types and educational requirements of psychologists.

Discuss the jobs which may be available to psychology majors.

Updated May 2013
Discuss the initial development of the field of psychology.

Compare the early interests of psychologists to that of contemporary psychologists.

Chapter Two: Scientific Methods in Psychology

Objectives

The successful student will be able to:

Describe the procedures used by scientists to evaluate theories.

List and define the steps of scientific method.

Discuss need for science to be skeptical.

Describe the way in which research addresses processes that are difficult to define.

Describe research designs.

Discuss the problems which can arise during research.

Identify ethical research problems and describe the manner in which they are addressed.

Chapter Three: Biological Psychology

Objectives

The successful student will be able to:

Describe the anatomy and function of individual nervous system cells.

Discuss the affect of drugs at the level of the synapse.

Describe the affect of drugs on behavior.

Evaluate the relationship between the brain and the mind.

Relate the structure of the brain to behavior.
Differentiate between the central and peripheral nervous systems.

Describe the manner in which genes influence behavior.

Chapter Four: Sensation and Perception

Objectives

The successful student will be able to:

Describe the relationship between the reception of light by the eyes and meaning.

Discuss the perception of color.

Describe the function of the nonvisual senses.

Discuss the laws which influence perceptions.

Discuss the problem of misperceptions.

Chapter Five: Development

Objectives

The successful student will be able to:

Describe the research designs which investigate development.

List and define the stages of prenatal development.

Describe the physical and cognitive characteristics of infants.

Compare and contrast the theories of Piaget and Vygotsky.

Discuss the components and stages of social emotional development.

Describe the factors which influence personality and social behavior.

Compare the influences of different family compositions and parenting styles.
Chapter Six: Learning

Objectives

The successful student will be able to:

Describe the origins and elements of the behaviorists viewpoint.
Define response to a stimulus according classical conditioning.
Discuss the way in which consequences affect future behavior.
Discuss the relationship between specific needs and learning.
Describe the process of learning through observing.

Chapter Seven: Memory

Objectives

The successful student will be able to:

Describe the different types and components of memory.
List the techniques which can be used to improve memory.
Discuss the possible causes for errors in memory.
Describe types and characteristics of severe memory problems

Chapter Eight: Cognition and Language

Objectives

The successful student will be able to:

Define and describe attention.
Discuss the relationship between concept and category.
Describe the way in which problems are solved.
List and define errors in problem solving.
Compare language learning between humans and animals.

Discuss human language development.

Describe the process of reading.

Chapter Nine: Intelligence

Objectives
The successful student will be able to:
Define intelligence.
Compare and contrast “g” factor and multiple intelligence theories.
Describe intelligence tests.
Discuss the accuracy, application of, and differences in intelligence test scores.

Chapter Ten: Consciousness

Objectives
The successful student will be able to:
Describe the relationship between the brain and consciousness.
Discuss the role of consciousness in action.
Summarize the purpose of consciousness.
Define sleep.
Discuss the need for sleep.
Compare and contrast sleep theories.
List and discuss sleep disorders.
Discuss the function and limitations of hypnosis.
Chapter Eleven: Motivated Behaviors

Objectives
The successful student will be able to:
Define motivation.
Discuss the reasons that some individuals display greater motivation than others.
Discuss the problem of persistence.
Describe the physical and psychological mechanisms which regulate eating.
Describe eating disorders.
Discuss the prevalence and types of sexual activity.

Chapter Twelve: Emotions, Stress, and Health

Objectives
The successful student will be able to:
Describe the relationship between arousal and emotion.
Discuss the theories of emotion.
Describe research involving basic emotions.
Discuss the relationship between thought and emotion.
Describe the characteristics, measurement of, and physiological basis of the emotions of fear, anger, happiness, and sadness.
Define stress.
Describe the affect of stress upon health.
List and discuss ways to reduce and cope with stress.

Chapter Thirteen: Social Psychology
Objectives

The successful student will be able to:

Describe the nature of and motivations involved in cooperation and competition.

Discuss the cause of violence.

Describe the influences on the judgment of others.

Discuss theories and research involving stereotypes.

Define prejudice and the ways it can be influenced.

Discuss ways in which attitudes can be influenced.

Describe the process of partner selection.

Compare the characteristics of unsuccessful and successful marriages.

Describe the manner in which a person’s or group actions can affect the actions of others.

**Chapter Fourteen: Personality**

Describe the structure of personality according to Freud.

Contrast the views of Horney, Jung, and Adler with that of Freud.

Discuss the learning approach to personality.

Describe the humanistic view of personality.

Discuss personality differences.

Define and describe personality testing.

Discuss the appropriate and inappropriate use of personality testing.

**Chapter Fifteen: Abnormal Psychology: Disorders and Treatment**

Define abnormal.
Discuss the manner in which mental disorders are classified.

Describe the characteristics of anxiety disorders.

Discuss vulnerability to addictions.

Define mood disorder.

Describe the possible course and behavior related to schizophrenia.

Discuss the prevalence and characteristics of autism.

Define and compare the types of psychotherapy.