



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** –General Psychology

**Course Prefix and Number** – PSYC 2301

**Department** - Psychology

**Division** – Social & Behavioral Science

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**      **3:3:0**

**Equated Pay hours for course -** 3

**Course Catalog Description** – Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior.

**Prerequisites/Co requisites** – THEA reading and writing requirements met

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by *Rebecca J. McEly*

Date 12/15/11

Reviewed by department head *Rebecca J. McEly*

Date 12/15/11

Accuracy verified by Division Chair *ghunt*

Date 12-15-11

Approved by Dean of Vocational Instruction or Vice President of Instruction

Date 12-15-11

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**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Any introductory general psychology course should include at least the following topics/material:

- \* a description of what general psychology is, what its distinctive characteristics are, and how it is traditionally subdivided;
- \* an overview of the major psychological approaches to the study of behavior and mental/cognitive process, including relevant history, philosophy, contributors, methods, research findings, terminology, and current directions;
- \* a historical and current review of what psychologists do, including areas of expertise that may be a focus of study and career option;
- \* an overview of the major concepts of psychology including: brain and behavior, sensation and perception, development, learning and conditioning, memory, cognitive and intellectual processes, emotion and motivation, stress and health issues, personality, abnormal psychology, and therapies
- \* an introduction to social psychology and relevant new directions in psychology

**II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
Course Outcome/Objective	
1. Identify the characteristics of general psychology, its main goals, its historical foundation and roles both past and present psychologists have assumed	1. Section and gateway exam/research topic
2. Identify the major research strategies of general psychology	2. Section and gateway exam/research topic
3. Identify major theoretical perspectives found within general psychology	3. Section and gateway exam/research topic
4. Identify genetic and environmental influences on psychological characteristics	4. Section and gateway exam/research topic
5. Identify key elements of the anatomy and physiology of the brain and the techniques used to study the brain	5. Section and gateway exam/research topic
6. Differentiate between sensation and perception, stimulus and response, and be familiar with the processes by which sense receptors and nervous systems represent sensory experience, and then organize this experience as meaningful information	6. Section and gateway exam/research topic
7. Identify the forms of associative learning known as classical and operant conditioning and explain the basic principles of each	7. Section and gateway exam/research topic
8. Identify that memory is a non-exact system that processes information in phases and describe the mechanisms through which memory formation, storage and retrieval occur	8. Section and gateway exam/research topic
9. Identify cognitive processes such as language and problem solving	9. Section and gateway exam/research topic
10. Identify the definition of intelligence and the key components of theories of intelligence and intelligence measures	10. Section and gateway exam/research topic
11. Identify key components of theories of motivation and emotion	11. Section and gateway exam/research topic

<p>12. Identify the definition of health psychology and how it is related to sources of stress (conflict, frustration, pressure, lack of coping skills, etc.) and illness</p> <p>13. Differentiate between the major personality theories and identify major components of each, and identify major theoretical contributors</p> <p>14. Identify approaches to defining, classifying, understanding, and treating mental disorders as well as assessment techniques and therapy implications</p>	<p>12. Section and gateway exam/research topic</p> <p>13. Section and gateway exam/research topic</p> <p>14. Section and gateway exam/research topic.</p>
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**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Zimbardo, Johnson, and McCann (2012). Psychology: Core Concepts. Pearson. Seventh Edition.  
 ISBN: 13:978-0-205-18346-3

**IV. Suggested Course Maximum – 35**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Regular conventional classroom or computer lab, overhead projector, video/DVD projector and television/smart board technology. Instructor must have training in, and access to all appropriate technology for www courses and courses via I-TV.

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in psychology, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, readings, video, and the students own research.

Reading assignments are mandatory and include the text, outside readings, and research as assigned.

Students may be required to complete a research paper, using online technology, which will enable the use of relatively recent research taken from peer reviewed journal articles concerning topic areas under study. This will acquaint the student with the technology used in research, relevant topic areas in psychology, and the type of research that is required in the behavioral science field. This research paper may be written using American Psychological Association (APA) style, which may be reviewed in class, by handouts, and in the online library.

Written work may also be required in the form of essay questions on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Understanding of research methodology
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests and departmental final assessment

The grading rubric for all tests, papers, and projects will approximate as follows:

- 90% to 100%=A
- 80% to 89%=B
- 70% to 79%=C
- 60% to 69%=D
- Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on essay type questions using critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on essays or research paper

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.



**Page 1: Competencies**

Course Prefix & Number: PSYC 2301	
<b>Competency</b>	<b>Method of Assessment</b>
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Students will read and analyze written materials, including theory, fact, and opinion. Assessment will be through graded essay questions, research papers, and critiques and comparisons.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Students will discover topics, develop and organize written interpretations of the topics through research, essay questions and other written assignments which allow standard assessment.
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Competency does not apply.
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Competency does not apply.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Students will read subject matter and apply dialectical thought processes to text covered and controversial topics. Assessment will be through research projects, graded analytical type questions, critiques, and comparisons.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Competency does not apply.



**Page 2: Perspectives**

Course Prefix & Number: PSYC 2301	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Perspective does not apply.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Perspective does not apply
3. Recognize the importance of maintaining health and wellness;	Perspective does not apply
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply
5. Develop personal values for ethical behavior;	Historical and current theory involving the utility of socially purposeful and self actualizing behavior is assessed using section tests, gateway exams, and written assignments.
6. Develop the ability to make aesthetic judgments;	Perspective does not apply
7. Use logical reasoning in problem solving;	Applied cognitive strategies that employ rational thought processes will be assessed by analytical choice and essay type questions in testing.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Perspective does not apply



**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: PSYC 2301	
<b>Component Area: Social and Behavioral Sciences</b>	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Reading, lecture, and discussion form the basis for written assessment via research papers, written assignments, section and gateway exams.
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	Exemplary objective does not apply.
3. Use and critique alternative explanatory systems or theories.	Exemplary objective does not apply
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Exemplary objective does not apply.
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Exemplary objective does not apply.
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Exemplary objective does not apply.
7. Understand the evolution and current role of the U.S. in the world.	Exemplary objective does not apply.
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Assessed by section and gateway exams using analytical and essay type questions.
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Assessed by section and gateway exams using analytical and essay type questions.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary objective does not apply.
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Exemplary objective does not apply
12. Identify and understand differences and commonalities within diverse cultures.	Exemplary objective does not apply.