

Moberly Area Community College Common Syllabus

PSY 101 General Psychology Current Term

Instructor:

Office number:

Office hours:

Contact information:

Classroom number:

Class days and time:

Catalog Description: PSY 101 General Psychology (3-0-3)

This course is an introduction to the nature and scope of the field of psychology as a scientific and human endeavor. Focus is on the historic development of the field; biological and developmental processes; consciousness and perceptions; learning, remembering, and thinking; motivation and emotion; personality and individuality; social behavior; stress and coping; and psychopathology and psychotherapy. (FA, SP, SU)

Prerequisite/Co-requisite: none.

Text:	Title: <u>Psychology: Core Concepts – Loose Leaf</u>
	Author: Zimbardo
	Edition: 8 th Edition
	Publisher: Pearson
	ISBN: 978-0-13-419148-5

***For PSY101, an ebook is included in your fees. Print books are optional in the bookstore for your convenience.

Other Required Material: List any additional materials or books you want your students to acquire.

Purpose of Course: General Psychology is intended to offer students insight into:

- The development of psychology as a science.
- The biological foundations of experience and behavior.
- Theories and current research regarding the development and operation of psychological processes, interpersonal behavior, psychopathology and psychotherapy.

This course is an introduction to the methods and major theoretical approaches of modern psychology in order that students may develop the ability to critically evaluate and apply the findings of psychology to their lives. Students will also learn to define and understand what the study of psychology involves so they can be better consumers of psychological material in their culture.

Course Objectives: Upon successful completion of this course, students will be able to do the following.

1. Define psychology and trace its historical roots.

2. Describe the relationship between psychological theories and scientific research as well as the limits of research.
3. Distinguish between the major methods of psychological research as well as show familiarity with the ethical concerns of psychological research.
4. Outline the function of the nervous system and how it relates to behavior.
5. Gain a broad understanding of the various areas of psychological enquiry and be able to discuss major issues in each area.
6. Provide a critique of the field of psychology.
7. Distinguish between scientific psychology and “pop” psychology.
8. Show increased ability in areas of critical thinking, discussion, research, and writing.
9. Show familiarity with various kinds of mental disorders and how they are treated.
10. Know where to turn for help in the event they or someone they know needs counseling or psychiatric help.
11. Describe the interaction of physical, psychological, and social aspects as they influence health.
12. Know the focus of each of psychology’s current perspectives.
13. Comprehend psychological terminology and to use it appropriately for description and explanation.
14. Be able to critically evaluate research methods and findings.
15. Demonstrate college level writing and documentation skills.
16. Recognize and explain how psychology is an international discipline and recognizes cultural diversity.
17. Describe major applied areas of psychology and identify ways psychologists make a living.
18. Describe how the scientific method can be applied to psychological research.
19. Know basic statistical terminology applied to psychological research (such as mean, median, mode, correlation, standard deviation, normal curve).

Course Content:

- I. Mind, Behavior and Science
- II. States of Mind
- III. Biopsychology
- IV. Psychological Development
- V. Sensation and Perception
- VI. Learning
- VII. Cognitive Processes
- VIII. Motivation and Emotion
- IX. Stress, Coping, and Health
- X. Personality
- XI. Thinking and Intelligence
- XII. Social Psychology
- XIII. Psychopathology
- XIV. Therapies for Mental Disorders

Assessment of Student Learning: Here, you describe how you plan to grade and what the requirements will be for various letter grades. For example, you might decide that a student’s outcomes of the above objectives will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If “class participation” counts towards a student’s final grade, then instructors should describe what behaviors they will accept for

credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor's prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750-word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

Quizzes	10%
Tests	30%
Class participation	10%
Oral report	10%
Research component	20%
Cumulative final exam	20%

Instructors who use a point system must then include the point equivalency to letter grades. For example,

Quizzes	10%	300 points
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Description of Major Assignment(s)/Project(s): Per instructor's policy

Statement to Connect Course with General Education Outcomes or Technical Program Outcome

Statement: In compliance with MACC's General Education outcomes, the student who successfully completes this course will be able to:

- Demonstrate effective written and oral communication skills.
- Demonstrate an understanding of scientific principles and computational skills and how to use them to solve problems and make informed decisions.
- Assess and appreciate artifacts in language, art, music, or philosophy and be able to evaluate those artifacts as representations of form, cultural context, and individual expression.

Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: "Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form." Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Any student who misses two consecutive weeks of class during a regular sixteen-week semester or the equivalent proportion of class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. An instructor must complete and file the appropriate forms to drop the student within one week following the student's violation of the

attendance policy. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16-week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by the instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student's attendance rate will be calculated based upon the first day of the semester (not the student's date of enrollment in the course.)

Student attendance must be defined in a different manner for online, hybrid, and virtual courses. Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

- a. Completion of quizzes or exams
- b. Submission of assignments
- c. Participation in threaded discussions
- d. Communication with the instructor

A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. An instructor must complete and file the appropriate forms to drop the student within one week following the student's violation of the attendance policy. As with ground courses, a student's attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as "never attended." Simply logging into an online class does not constitute active participation.

Students should be aware that their dropping a course and their last date of attendance in the course may impact their financial aid. (Policy Handbook I.090 and M.095)

Tardiness: Per instructor's policy

Make-up and late work: Per instructor's policy

Extra-credit work: Per instructor's policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic

accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at <http://www.macc.edu/index.php/services/access-office>.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see <http://www.macc.edu/sexual-misconduct-policy> or contact Dr. Jackie Fischer, MACC's Title IX Coordinator, at 660-263-4110, ext. 11236 or jackief@mac.edu.