ACLC College of Butuan

**GENERAL EDUCATION DEPARTMENT**

Butuan City

**COURSE SYLLABUS IN General Psychology**

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| **INSTITUTIONAL INFORMATION** | |
| **Institutional Vision** | “Entrepreneurship through business and information technology”. ACB envisions to be the premier technopreneurship school leading in sustainable innovations in business and information technology education in Caraga and the Mindanao’s East Coast, and preferred for its cutting edge programs and globally marketable graduates. |
| **Institutional Mission** | ACB develops global competitiveness to create sustainable vale for students, faculty, employees, partners, stockholders and the public by providing innovative, relevant and high quality business, information technology and entrepreneurship education for the people of Caraga and Mindanao’s East Coast. |
| **Quality Policy Statement** | ACLC College of Butuan is committed to produce globally competitive and well-rounded graduates and technopreneurs in their respective fields of endeavor; assuring total customer satisfaction, continual improvement and compliance to all required governmental and industry standards |
| **Institutional Goals** | Innovation, Faculty, Infrastructure and Facilities, Graduates, Happy Graduates, Technopreneurs, Sustainability, Partnership |
| **Institutional Core Values** | Accountability and Responsibility, Creativity, Leadership, Commitment to Excellence, Sustainability |

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| **Institutional Graduate Outcomes** | | |
| **Graduates’ Attributes** | **IGO Code** | **IGO Description** |
| **Logical Thinking** | IGO01 | Critically analyze and evaluate the application of fundamental knowledge for objective decision-making using the disciplinal principles in their respective expertise for results-oriented endeavours. |
| **Ingenuity** | IGO02 | Respond to global trends for a continuous development of graduates’ professional entities; demonstrate skills and competencies that adapt ideas from global thinkers for innovation and competitiveness. |
| **Genuine Leadership** | IGO03 | Responsive to commitments and endeavours for a sustainable development on outcomes and determined to reach out other communities for partnerships and linkages. Exhibits proactive attributes for genuine services in a diverse society. |
| **Effective Communication** | IGO04 | Express proficiency and professionalism in verbal and non-verbal communication which efficiently and effectively uses language that conforms to the norms of civility to interact with confidence and enthusiasm to make their visions and goals attainable. |
| **Morally Upright** | IGO05 | Manifests global ethical standards to reflect quality of work and convenient working environment. Upholds social accountability and commitment to responsibilities that produces commendable outputs for sustainability and development. |
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| **COURSE INFORMATION** | |
| **Course Name** | General Psychology |
| **Course Code** | GE411A |
| **Course Unit** | 3 |
| **Pre-requisites / Co-requisites** | NONE |
| **Course Description** | This course is a broad coverage of the conceptual and empirical foundations of psychology in its main fields. The discussion of the theories, concepts, and empirical findings focuses on complex human behavior: how and why we think, feel, and behave the way we do, how we act and interact with others, and why and how we become the unique individuals that we are. |
| **Course Learning Outcomes** | At the end of the course, the student must have:   1. comprehensively described the nature of psychology – tracing its history, major perspectives, fields, and scientific methods used; 2. accurately explained the different psychological theories and principles behind human behavior; 3. positively developed an understanding of one’s development, behavior and personality; 4. sincerely demonstrated a healthy relationship with others; and 5. objectively applied the different psychological theories and principles in understanding one’s behavior and that of others. |
| **Contact Hours** | 54 Hours per Semester (3 Hours per week) |

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| **Week No.** | **Topics** | **Intended Learning Outcomes (ILO)** | **Teaching and Learning Activities (TLA)** | **Learning Resources** | **Outcomes-Based Assesment** |
| 1 | The Nature of Psychology   1. The Meaning and Goals of Psychology 2. Methods used in Psychology 3. Branches of Psychology 4. Historical Background of Psychology 5. Major Perspectives in Psychology | * Distinguished the different fields and major perspectives in psychology; * Acknowledged the importance of studying psychology in one’s chosen field and personal life | Discussion  Sharing | PowerPoint Presentation | Oral Recitation  Quiz |
| 2 | Human Development  1. The nature and factors of development  2. Stages and theories of development | * Identified the nature, factors, and principles influencing human development; * Appreciation of one’s own development as influenced by heredity and environment; * Pointed out the factors that influenced one’s own course of development | Discussion  Group Activity | Textbook  PowerPoint | Assignment  Group output |
| 3-4 | Physiological Basis of Behavior  1. Nervous System  2. Brain: Parts and Function  3. Endocrine Glands | * Identified the different parts and functions of the physiological basis of our behavior * Understand the importance and role of the different parts in influencing one’s behavior * Create a diagram illustrating different parts and function | Video Presentation  Discussion | Textbook  Video Presentation | Quiz  Group Dynamics |
| 5 | Sensation and Perception | * Recognize how sensation and perception affects experiences * Developed an understanding on how sensation and perception influence behavior | Visual Presentation of Optical Illusions  Brainstorming  Short Discussion | Textbook  Optical Illusions | Assignment  Group Dynamics |
| 6-7 | Learning  1. Classical Conditioning  2. Operant Conditioning  3.Observational & Insight Learning | * Identified the laws of learning and the different types * Acknowledge the importance of learning in one’s life | Collaborative Discussion | Textbook  PowerPoint | Quiz  Seat work |
| 8 | Memory | * Discussed the memory process * Assessed one’s memory skills through a memory exercise * Recognized ways on how to improve one’s memory | Discussion  Audio-Visual Presentation | Audio-Visual Presentation  Hand-outs | Memory Game  Essay |
| 9 | Sleep and Altered Consciousness | * Described various altered states of consciousness * Recognized different sleep disorders * Correctly applied the concepts learned in explaining real life situations | Discussion  Sharing | Textbook  PowerPoint | Long quiz |
| 10-11 | Personality | * Discussed the nature of personality * Explained the different personality theories * Gained an awareness of one’s personality * Creatively expressed one’s personality | Discussion  Group Activity | Textbook  Film Viewing | Film Review  Group Dynamics |
| 12 | Stress, Frustration, and Conflict | * Identified the causes and types of stress, frustration and conflict * Assessed one’s coping skills in times of stress * Cited ways on how to positively deal with stress. | Video Presentation  Discussion | Hand-out  Textbook | Oral recitation  Quiz |
| 13 | Defense Mechanism | * Identified the different kinds of defense mechanisms * Acknowledged defense mechanisms used in one’s life * Pointed out the different defense mechanisms used in real situations | Brainstorming  Short Discussion | PowerPoint  Textbook | Assignment  Group output |
| 14-15 | Behavior Disorders | * Discussed the nature of behavior disorders * Developed awareness and understanding on the different disorders | Collaborative Discussion  Group Activity | PowerPoint  Textbook | Role Playing  Quiz bowl |

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| **COURSE REQUIREMENTS AND POLICIES** | | | | | | |
| **Course Requirements** | **Output** | **Descriptions** | | | | |
| Creative Portfolio | Inside of the creative portfolio is their assignments, seat works, quizzes, group works, timeline of development, reflections, personality inventory and major examinations. This will show their development of a the students’ life experiences and perceived future and their development in class for the whole semester. | | | | |
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| **Class Policy** | **Deviations** | **Policies** | | | | |
| Late/Tardiness | A student will be marked late if he/she will arrive after 15mins before the scheduled time yet still allowed to enter the class, but if there is strong valid reason for being late for more than 15mins the student will only be marked as late. | | | | |
| Absence | 3 instances of tardiness are recorded as an absence.  Students who leave the class with or without the teacher’s permission after checking of attendance but do not return within 8-10mins will be marked absent.  A student should write an excuse letter with a strong valid reason duly signed by their parent/guardian addressed to the instructors. | | | | |
| Missed Quizzes | Student can take special quiz if his/her reason for absence during the quiz is valid. | | | | |
| Cheating | Students are forbidden from communicating with other students or looking at their seatmates’ papers during exams/quizzes except during group quizzes. | | | | |
| Classrooms Misbehavior | Chatting with seatmates while classes are going on is very unbecoming. Students, therefore, should refrain from doing so. The rule is “RESPECT ONE ANOTHER” | | | | |
| **Grading System** | **Items** | **Prelim** | **Midterm** | **Pre-Final** | **Final** | **Semester** |
| Class Standing | 10% | 10% | 10% | 10% | **10%** |
| Quizzes | 40% | 40% | 40% | 40% | **40%** |
| Major Examinations | 50% | 50% | 50% | 50% | **50%** |
| Total | 100% | 100% | 100% | 100% | **100%** |
| **Semester** | **20%** | **20%** | **20%** | **40%** | **100%** |
| **References** | General Psychology with Values Development Lessons 4th Edition (2006). C.G Sevilla, et al. | | | | | |

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| **DOCUMENT INFORMATION** | |
| Revision Date | June 13, 2017 |
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| Course OBE Syllabus Version | V.2 |
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