

Course Syllabus

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	:	WB6_WB9
Start Date	:	08/27/2012
End Date	:	12/14/2012
Modality	:	Web
Credits	:	3

Instructor Information

Name	:	Carol A. Green
OC Email	:	cgreen@odessa.edu
OC Phone #	:	432-335-6710

Course Description

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, life-span development, relationships, abnormal psychology, and therapies. A wide application of a variety of topics is the focus of this introductory course.
(ICOs 1, 2, 4, 5) Prerequisite: None.

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 Piagets four stages of cognitive development*
- * **Explain how attachment affects social development.*
- *Summarize Kohlbergs 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 Freuds psychoanalytic theory and those of subsequent psychodynamic theorists.*
- *Describe the main premise of humanistic theory.*
- *Identify Bandura and Rotters 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.

Required Readings/Material

You must purchase the following required readings/materials:

- a) Visualizing Psychology, 2ND EDITION. /Carpenter, Siri, & Huffman, Karen. Wiley, 2010*
- b) Paper, note pad, or any note taking materials. Pen/pencil/highlighter for note taking.
- c) A thumb drive with 2 GB or more memory/storage.

Course Requirements (Lectures, Assignments and Assessments)

Lecture

In class assignments

Internet based assignments

In class group assignments

Movie reviews

Exams

Summary of Assignments & Activities

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

Item(Name)	Type	Description	
Chapter 1 Introduction and Research Methods	Lecture w/power points/test/	<i>Test over ch. 1</i>	
Chapter 2 Neuroscience and Biological Foundations	/Lecture/internet assignment/test	<i>Test over ch. 2 & 4</i>	
Chapter 4 Sensation and Perception		<i>Internet assignment</i>	
Chapter 5 States of Consciousness	Lecture/internet assignment/in class demonstration/test	Internet assignment to enhance material from chapters 5-7	
Chapter 6 Learning		In class demonstration of learning	
Chapter 7 Memory		Test to cover chapters 5-7	
Chapter 11 Motivation and Emotion	In class film/discussion/assignment	In class film	
Chapter 12 Personality			

Chapter 13 Psychological Disorders	Lecture/ group assignment /test	Presentation of projects on specific disorders, to enhance materials from chapters 11-14	
Chapter 14 Therapy		Test/Final- comprehensive	

Grading Policy

Point scale and grade
90% = A
80% = B
70% = C
60% = D
50% and below = F

*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. All assignments and tests have a 100 point value. Extra credit points may become available at different times during the semester. This point scale can/will change if deemed necessary.

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.

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.**

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.**

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.

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](#).

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.