

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COLLEGEWIDE COURSE SYLLABUS**

**CAMPUS:** Terry Campus

**DEPARTMENT:** Social Sciences

**COURSE:** PSY 121 General Psychology

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** ENG 051, RDG 051

**CO-REQUISITES:** None

**COURSE HOURS and CREDITS:** 3:0:3

**COURSE DESCRIPTION:**  
This course is a survey of general principles underlying human behavior and mental processes. It includes study of the nervous system, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are discussed.

**TEXT:** Wood, S., Wood, E. and Boyd, D., Mastering the World of Psychology & Mind Matters CD-ROM, 3<sup>rd</sup> edition, Prentice Hall.

**MATERIALS:** None

**METHOD of INSTRUCTION:** Campus Classroom, Telecourse, On-Line

**MANUALS:** None

**DISCLAIMER:** None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

## **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)**

The student will be able to:

1. Explain the discipline of psychology by stating a current definition and list the goals of psychology. (CCC 1, 2, 8, and 9).
2. Describe the various scientific methods of research used in psychology. (CCC 1, 2, 9).
3. Read and critically evaluate contemporary psychological research. (CCC 1, 2, 5, 8).
4. Discuss major schools/perspectives of psychology. (CCC 1, 8, 9)
5. Discuss the biological basis of behavior. (CCC 1, 2, 8)
6. Explain the basic concepts and applications of the following core areas: sensation/perception, states of consciousness, and learning. (CCC 1, 2, 8)
7. Explain the basic concepts and applications of the following core areas: motivation/emotions, personality, healthy and maladaptive behavior. (CCC 1, 2, 8)
8. Discuss effective and ineffective coping mechanisms. (CCC 1, 2, 8)
9. Explain how human interactions are influenced by social settings. (CCC 1, 8)

## **MEASURABLE PERFORMANCE OBJECTIVES: (MPO)**

The student will be able to:

1. Explain the discipline of psychology by stating a current definition and list the goals of psychology.
  - 1.1 *State the current definition of psychology.*
  - 1.2 *List four basic goals of psychology.*
  - 1.3 *Trace the emergence of psychology from a philosophical to a scientific discipline.*
2. Describe the various scientific methods of research used in psychology.
  - 2.1 *Differentiate between various research methods and designs relevant to the study of psychology.*
  - 2.2 *Explain the advantages and disadvantages of each element of 2.1.*

- 2.3 *Explain the importance of ethics and its implications on psychological research.*
3. Read and critically evaluate contemporary psychological research.
  - 3.1 *Illustrate an ability to separate opinions from data by providing examples of each from current media sources.*
  - 3.2 *Read, summarize and evaluate an appropriate article that relates to psychological research.*
4. Discuss major schools/perspectives of psychology.
  - 4.1 *Differentiate between the following psychological perspectives: biological, psychodynamic, behavioral, humanistic, cognitive and evolutionary.*
  - 4.2 *Identify important specialty areas in contemporary psychology including biological, cognitive, experimental, developmental, personality, educational, industrial, and clinical psychology.*
5. Discuss the biological basis of behavior.
  - 5.1 *Distinguish between the various parts and functions of the nervous system.*
  - 5.2 *Explain the transmission of information in the nervous system by neurons.*
  - 5.3 *Specify the three main types of neurons and the functions of each.*
  - 5.4 *Draw and label the parts of a neuron.*
  - 5.5 *Explain the functions and purpose of neurotransmitters.*
  - 5.6 *Differentiate between the structures of the brain, including the hindbrain, midbrain, forebrain, and limbic system.*
  - 5.7 *State the functions of each of the components identified in 5.5.*
  - 5.8 *Identify the purpose and types of brain-imaging techniques.*
  - 5.9 *Identify the components, location, and functions of the endocrine system.*
6. Explain the basic concepts and applications of the following core areas: sensation/perception, states of consciousness, and learning.
  - 6.1 *Distinguish between sensation and perception.*
  - 6.2 *List the five senses and trace the process of sensory stimulation and interpretation (perception) within each of the sensory organs.*
  - 6.3 *Identify the major components of the sensory organs.*
  - 6.4 *Locate the receptor cells of each sensory system and explain the process of transduction.*
  - 6.5 *Recognize processes of physical and psychological perception.*
  - 6.6 *Identify various states of consciousness including sleep, hypnosis, and meditation.*
  - 6.7 *List and explain the stages and functions of NREM and REM sleep.*
  - 6.8 *List and explain major sleep disorders.*

- 6.9 *Identify applications of hypnosis and meditation.*
  - 6.10 *Define learning.*
  - 6.11 *Identify and explain the components and processes of classical conditioning, operant conditioning, and cognitive learning.*
  - 6.12 *Recognize and apply each type of learning model in 6.11 to real life scenarios.*
7. Explain the basic concepts and applications of the following core areas: motivation/emotions, personality, healthy, and maladaptive behavior.
    - 7.1 *Define motivation.*
    - 7.2 *Identify and describe various theories of motivation including each of their components and processes.*
    - 7.3 *Define emotion.*
    - 7.4 *List universal emotions.*
    - 7.5 *Identify and describe various theories of emotion.*
    - 7.6 *Explain the relationship between emotion and motivation and give examples.*
    - 7.7 *State the major theories of personality including psychodynamic, humanistic, learning, and trait.*
    - 7.8 *Identify the theorists and processes of each of the theories in 7.7.*
    - 7.9 *Define maladaptive (abnormal) behavior.*
    - 7.10 *Identify the DSM IV and its relationship to the study of abnormal behavior.*
    - 7.11 *State the various types of behavior disorders and recognize their major characteristics and treatments; including: mood, anxiety, dissociative, and somatoform disorders, and schizophrenia.*
8. Discuss effective and ineffective coping mechanisms.
    - 8.1 *Identify sources of stress.*
    - 8.2 *Explain the physical and psychological effects of stress.*
    - 8.3 *Describe coping strategies that deal with stress and environment.*
    - 8.4 *Differentiate between effective and ineffective behaviors, emotions, and cognitions that are used to cope with self and environment.*
9. Explain how human interactions are influenced by social settings.
    - 9.1 *Identify various social factors that influence behavior.*
    - 9.2 *Explain the impact of group influence, prejudice and discrimination, and aggression on human interactions.*
    - 9.3 *Define prosocial behavior and explain its acquisition and influence on human interactions.*

**EVALUATION CRITERIA:**

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

**Examinations****60%**

(MPO 1-9)

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

**Article****10%**

(MPO 3.2)

You will select and read an article related to the field of psychology. The article must be pre-approved by your instructor. After reading the article you will write, in your own words, a 2-paper summary/reaction of the article. You will include as part of your summary/reaction paper how the information in the article is relevant to psychology and human behavior. The paper will be typed and double-spaced with one-inch margins and a font not larger than 12. You will include the name of the journal, title of the article, author, and date it was published.

**Homework/Group Activities****30%**

(MPOs 1-9)

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activities will be graded and averaged together to comprise 30% of your final course grade.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.**