Moberly Area Community College
Common Syllabus
PSY101 General Psychology

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description:  PSY101 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:  The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title:  Psychology: Core Concepts
Author:  Zimbardo
Edition:  8th Edition
Publisher:  Pearson

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:
1. Mind, Behavior and Science
2. States of Mind
3. Biopsychology
4. Psychological Development
5. Sensation and Perception
6. Learning
7. Cognitive Processes
8. Motivation and Emotion
9. Stress, Coping, and Health
10. Personality
11. Thinking and Intelligence
12. Social Psychology
13. Psychopathology
14. 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral report</td>
<td>10%</td>
</tr>
<tr>
<td>Research component</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>20%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>300</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignment(s)/Project(s):** Per instructor’s policy

**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.

**Statement to Connect Course with General Education Outcomes:** In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:
• **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

• **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**College / 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:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
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<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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</table>

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, l.090 & 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.

**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](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](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.