

Moberly Area Community College Common Syllabus

PSY101 General Psychology

Current Term

Instructor:

Office number:

Office hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday.

Contact information:

Classroom number:

Section number(s):

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/Corequisite: None

Text: The text is an ebook included with the class. There is no print option available in the MACC bookstore.

Title: *Science of Psychology*

Author: King

Edition: 6th Edition

Publisher: McGraw Hill

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 (CO): Upon successful completion of this course, students will be able to do the following.

1. Explain the foundational knowledge base of psychology to include the major concepts, theoretical perspectives, historical trends, and empirical findings within the domains of psychology:
 - a. cognitive (e.g., cognition, memory, perception, intelligence),
 - b. developmental (e.g., learning, life span development, language),
 - c. biological (e.g., neuroscience, sensation, consciousness),
 - d. social and personality (e.g., social, personality, emotion, multicultural, gender, motivation), and
 - e. clinical science and wellness (e.g., psychological disorders, health, psychotherapy);
2. Demonstrate basic skills and understanding of concepts for critically interpreting behavior, studying psychological scientific research, and applying the principles of the scientific method to explain behavior;
3. Demonstrate awareness of ethical and social responsibility in order to contribute to beneficial outcomes in a multicultural and global society;
4. Demonstrate competence in communication through cogent scientific arguments, presenting information using a scientific approach, discussion of psychological concepts, explanation of the ideas of others, and expression of own ideas;
5. Demonstrate the skills needed to apply psychological science concepts to develop academic, professional, and personal success.

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

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **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.

Evaluation 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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Grading Scale:

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

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.

Instructor Policies:

Tardiness:

Per instructor's policy

Make-up and late work:

Per instructor's policy

Extra-credit work:

Per instructor's policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).