

COURSE OUTLINE
ORANGEBURG-CALHOUN TECHNICAL COLLEGE
ORANGEBURG, SOUTH CAROLINA

SEMESTER

PSY 201

Developed By:
Elaine Vincent

Date:
March 29, 2000

Approved By:
Elaine Vincent
Department Head
RMP
Division Chairman

March 29, 2000
Date
3-29-00
Date

Course Title: General Psychology Instructor: _____
Course No. PSY 201 Telephone Ext: _____
Prepared by: E. Vincent Office No.: _____
Date: August 21, 1999 Office Hrs.: _____

Credit Hours: 3.0 Class Hours: 3.0 Lab Hours: 0.0

Pre-Requisite: None

Course Description:

This course includes the following topics: An introduction to the basic theories and concepts in the science of behavior, scientific method, biological bases for behavior, perception, motivation, learning memory, development, personality, and abnormal behavior.

Why Take This Course:

This course introduces the student to the basic theories and concepts in the science of behavior, perception, motivation, learning, memory, personality, and abnormal behavior.

Materials Required: Notebook, No. 2 Pencils.

Student Textbook: Introduction to Psychology (8th Ed.): Coon (1999)

Attendance Required:

Students are expected to attend all class meetings. Record keeping for attendance purposes will begin with the first day the class meets. If a student must be absent,, it is that student's responsibility to notify the instructor as quickly as possible of the absence. Students are responsible for making up all work missed as a result of the absence, including examinations. Some departments whose programs are certified by outside agencies may have more strict attendance requirements. Individual departments shall have attendance requirements consistent through the department. The attendance policy for the summer session, or for courses for other than semester length, may vary. The attendance requirements for each course will be described in the course syllabus.

Students must not accumulate more absences than double the number of times a class meets per week. For example, if the class meets three times a week, the student must not be absent more than six (6) times during the semester. If excessive absences are taken, the student will be administratively withdrawn (with a grade of "W"). Extenuating circumstances may be taken into consideration by the instructor.

for participating in class discussion and activities. The student is responsible for all material in the textbook as well as any additional information covered in class, i.e., films, lectures, handouts.

INTRODUCTION TO PSYCHOLOGY AND PSYCHOLOGISTS (Weeks 1 and 2)

Specific Competency: Students will demonstrate a knowledge of the history of psychology.

Learning Objectives:

1. List and discuss the reasons for studying psychology.
2. Define psychology and list its main goals.
3. Discuss the classic figures in psychology and illustrate their contribution to the field of psychology.

Specific Competency: Students will differentiate between the subfields of psychology.

Learning Objectives:

1. List the subfields of psychology and analyze the interrelationships between them.
2. Discuss the various careers in the field of psychology.

Specific Competency: Students will differentiate between research methods in psychology.

Learning Objectives:

1. Describe four methods used by psychologist to conduct scientifically-based experiments.
2. Compare and contrast the various research methods.
3. Analyze the strengths and weaknesses of the experimental method and the ethical issues involved in experimentation including the rights of subjects.

BIOLOGY AND BEHAVIOR (Week 3)

Specific Competency: Students will demonstrate a knowledge of the history of behavioral neuroscience.

Learning Objectives:

1. Discuss the history of and illustrate the influence of the

2. Describe and illustrate biofeedback and negative transfer.

MEMORY AND COGNITION (Week 9)

Specific Competency: Students will demonstrate a knowledge of the study of memory and cognition.

Learning Objectives:

1. Define memory.
2. Describe and illustrate the methods of testing memory, including recall, recognition, and savings.
3. Describe the three parts of memory: sensory, short-term, and long-term.

Specific Competency: Students will describe differences between the concepts of encoding, recoding, and retrieval.

Learning Objectives:

1. Discuss encoding and retrieval in terms of capacity, and forgetting in each type of memory.
2. Describe retention, recoding, and capacity of long-term and short-term memory.

Specific Competency: Students will demonstrate a knowledge of forgetting and ways to improve memory.

Learning Objectives:

1. Explain and illustrate the difference between proactive and retroactive interference.
2. Define trace decay.
3. Discuss how brain damage affects memory.

Specific Competency: Students will demonstrate a basic understanding of the neurobiological basis of learning and memory.

Learning Objectives:

1. Discuss the neurological basis of memory.
2. Apply the techniques of improving memory through better study habits.

psychological reactions to stressful situations.

2. Differentiate between the approach-approach, approach-avoidance, avoidance-avoidance, and double approach-avoidance conflicts.
3. Describe effective mechanisms for coping with stress.
4. Explain the General Adaptation Syndrome.

INTELLIGENCE, LANGUAGE, AND THOUGHT (Week 12)

Specific Competency: Students will demonstrate a knowledge of the concept of intelligence.

Learning Objectives:

1. Illustrate the relationships between intelligence, language, and thought.
2. Discuss the types of IQ testing and the controversies in IQ testing including gender, race, occupation and heredity/environment.
3. Discuss the relationship between age and IQ.
4. Discuss mental retardation: degrees and causes.

Specific Competency: Students will demonstrate a basic understanding of the concept of language.

Learning Objectives:

1. Discuss the uniqueness of human language.
2. Discuss communication and concept formation in animals.
3. Know and understand what a concept is and how it is formed.
4. Discuss the linguistic relativity hypothesis.
5. Illustrate the major theories of language development.

Specific Competency: Students will demonstrate a knowledge of the concepts of thought and problem solving.

Learning Objectives:

1. Describe why and demonstrate how one solves problems.

Specific Competency: Students will discuss the history of abnormal behavior.

Learning Objectives:

1. Discuss the various definition of abnormal behavior.
2. Discuss the term "insanity" and the dangers of assigning labels to people.
3. Describe the models used to identify maladaptive behavior.

Specific Competency: Students will distinguish between the various mental and behavioral disorders.

Learning Objectives:

1. Describe the various anxiety disorders and their symptoms.
2. Describe and differentiate mood disorders.
3. Identify and differentiate the two categories of sexual disorders.
4. Describe the types of schizophrenia and the theories about its cause.
5. Describe the antisocial personality.
6. Understand the causes and symptoms of substance abuse.
7. Explain somatoform disorders, and differentiate between hypochondriasis and conversion disorder.
8. Describe the dissociative disorders.
9. Discuss various theories of depression.

THERAPY (Week 15)

Specific Competency: Students will discuss the history of psychotherapy.

Learning Objectives:

1. Describe the various mental health professionals.
2. Discuss the historical background of psychotherapy and how beliefs concerning the causes of disorder, affect the way disorders are treated.

Rape: An Act of Violence
Aids: Changing the Rules
Sleep and Its Disorders
Bill Cosby - Himself

SEMESTER CALENDAR

_____/_____/_____. MID-TERM
DAY MONTH YEAR

_____/_____/_____. PAPER/PROJECT
DAY MONTH YEAR

_____/_____/_____. FINAL EXAM
DAY MONTH YEAR