SYLLABUS

DATE OF LAST REVIEW: 3/6/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Psychology
COURSE NUMBER: PSYC-0101
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: Departmental Syllabus

KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): Must have a minimum score of 73 on the COMPASS Reading exam.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course is an introduction to the basic concepts, theories, and research findings in the evolving field of psychology. By learning to think psychologically, students gain insight into themselves and the dynamics of human thinking, behavior, and emotions.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
CORE OUTCOMES MISSION STATEMENT: The Core Outcomes Project is an academic initiative of the Kansas Board of Regents that brings together faculty for the purpose of developing core outcomes and competencies for general education courses from the state’s universities, community colleges, and technical colleges. Common core outcomes and competencies contribute to the state’s system of higher education by creating a seamless pathway for students by improving articulation and transfer between state institutions, facilitating communication within disciplines among the state’s faculty, and communicating to the state’s secondary schools the expectations of college-level curriculum that could result in improvements in college preparedness of students.

CORE OUTCOMES SYLLABI: The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

COURSE OUTLINE:
I. Introducing Psychology
   A. What is Psychology?
   B. The Scientific Method
   C. The Experimental Method
   D. Descriptive Methods
II. Biological Foundations of Behavior
   A. The Neuron: The Basic Unit of Communication
   B. The Nervous System and the Endocrine System: Communication Throughout the Body
   C. Specialization in the Cerebral Hemispheres
III. Sensation and Perception: Definitions
IV. Consciousness and Its Variations
   A. Sleep
   B. Hypnosis
   C. Meditation
   D. Psychoactive drugs
V. Learning
   A. Classical Conditioning: Associating Stimuli
   B. Operant Conditioning: Associating Behaviors and Consequences
   C. Observational Learning: Imitating the Actions of Others
VI. Memory
   A. Short-Term Memory
   B. Long-Term Memory
VII. Intelligence
   A. Measuring Intelligence: Principles of Test Construction
   B. The Nature of Intelligence: Cross-Cultural Studies
VIII. Motivation: Maslow’s Hierarchy of Needs
IX. Lifespan Development
   A. Prenatal Development
   B. Development During Infancy and Childhood
1. Social and Personality Development
2. Gender-Role Development
3. Cognitive Development
   C. Erikson’s Psychosocial Theory of Lifespan Development
X. Personality
   A. The Psychoanalytic Perspective on Personality
   B. The Humanistic Perspective on Personality
   C. The Social Cognitive Perspective on Personality
   D. The Trait Perspective on Personality
XI. Social Psychology
   A. Understanding Prejudice
   B. Conformity and Obedience
XII. Health Psychology: Overview
XIII. Psychological Disorders
   A. Understanding Psychology Disorders
   B. Mood Disorders
   C. Schizophrenia
IVX. Therapies
   A. Psychotherapy and Biomedical Therapy
   B. Psychoanalytic Therapy
   C. Humanistic Therapy
   D. Cognitive Therapies
   E. Evaluating the Effectiveness of Psychotherapy

EXPECTED LEARNER OUTCOMES:
A. The student will be able to identify historical foundations and current trends in psychology.
B. The student will be able to distinguish methods of research in psychology.
C. The student will be able to identify the biological basis of behavior including physiology of the brain.
D. The student will be able to distinguish principles and theories of learning and cognition.
E. The student will be able recognize theories and applications of motivation and emotion.
F. The student will be able to demonstrate an understanding of human lifespan development.
G. The student will be able to identify the major theories of personality.
H. The student will be able recognize the major theories and findings in social psychology.
I. The students will be able recognize categories of psychological disorders and treatments.

COURSE COMPETENCIES:

The student will be able to identify historical foundations and current trends in psychology.
1. The student will be able to define psychology.

The student will be able to distinguish methods of research in psychology.
2. The student will be able to explain the main purpose of the experimental method.
3. The student will be able to explain descriptive research methods.

_The student will be able to identify the biological basis of behavior including physiology of the brain._

4. The student will be able to explain how information is communicated between neurons.
5. The student will be able to describe the main functions of the autonomic nervous system.
6. The student will be able to list the most important functions of each cerebral hemisphere.
7. The student will be able to describe the sensory systems, and distinguish between sensation and perception.
8. The student will be able to describe the characteristics of the various stages of sleep.
9. The student will be able to list the common properties of psychoactive drugs.

_The student will be able to distinguish principles and theories of learning and cognition._

10. The student will be able to identify the basic elements of classical conditioning.
11. The student will be able to identify the basic elements of operant conditioning.
12. The student will be able to distinguish between positive and negative reinforcement.
13. The student will be able to describe the process of observational learning.
14. The student will be able to describe the stages of memory.
15. The student will be able to describe factors that impact intelligence test scores.

_The student will be able recognize theories and applications of motivation and emotion._

16. The student will be able to identify the stages in Maslow's hierarchy of needs.

_The student will be able to demonstrate an understanding of human lifespan development._

17. The student will be able to explain the impact of teratogens on prenatal development.
18. The student will be able to define temperament.
19. The student will be able to identify the basic premise of attachment theory.
20. The student will be able to describe Jean Piaget's stage theory of cognitive development.
21. The student will be able to describe Erikson's psychosocial theory of life span development.

_The student will be able to identify the major theories of personality._

22. The student will be able to describe the psychoanalytic view of personality development.
23. The student will be able to describe the humanistic perspective.
24. The student will be able to describe the social cognitive perspective.

_The student will be able to recognize the major theories and findings in social psychology._
25. The student will be able to define social psychology.
26. The student will be able to explain the components of prejudice.

**The student will be able to recognize categories of psychological disorders and treatments.**
27. The student will be able to define psychopathology.
28. The student will be able to describe mood disorders.
29. The student will be able to define biomedical therapy.
30. The student will be able to identify aspects of effective psychotherapy.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means of exams, written assignments, and class participation.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, Room 3354 or call 913-288-7670.

**Learning Outcomes**
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

**General Education Learning Outcomes**
**Communication Learning Outcomes**
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.
Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.