Central Texas College
Psychology 2301
General Psychology

I. Introduction

A. General Psychology is a survey of the major psychological topics, theories, and approaches to
the scientific study of behavior and mental processes.

B. This course satisfies three semester hours of the Social/Behavioral Science for the Associate
of Science and Associate of Arts degrees. Please check your degree plan to determine the status
of this course in your program of study.

C. Through this course, students will prepare for contemporary challenges by developing and
demonstrating critical thinking skills, communication skills, social responsibility, and empirical
and quantitative skills.

D. Prerequisite(s): None

II. Learning Outcomes

Upon successful completion of this course, students will be able to:

A. Identify various research methods and their characteristics used in the scientific study of
psychology.

B. Describe the historical influences and early schools of thought that shaped the field of
psychology.

C. Describe some of the prominent perspectives and approaches used in the study of
psychology.

D. Use terminology unique to the study of psychology.

E. Describe accepted approaches and standards in psychological assessment and evaluation.

F. Identify factors in physiological and psychological processes involved in human behavior.

III. Instructional Materials

https://openstax.org/details/books/psychology

IV. Course Requirements

A. Reading Assignment: your instructor will discuss the role of reading assignments for the
course. Successful students prepare by reading assigned textbook chapters prior to class.
B. Project, Oral Reports, Case Studies, Book Reports, Research Papers: Your instructor will assign one of these items for you to complete as a part of the requirements for this course. He/she will provide specific instructions regarding content, format, timelines, etc.

C. Class Performance: Your instructor will summarize and discuss CTC’s academic policies. You may refer to the CTC catalog for details. Your instructor will provide his/her polices on absences, make up work, etc.

D. Class Participation: Your instructor will explain how class participation affects your course grade, if applicable.

V. Examinations

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-exams will be handled according to the policy of the individual instructor.

VI. Semester Grade Computations

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. Your instructor will explain how to compute your semester grade based upon:

1. Examinations
2. Written work
3. Other measurable requirements

C. Grades are computed as follows:

90-100 A 80-89 B 70-79 C 60-69 D 59 and below F

VII. Classroom Instructions

Academic Dishonesty

It is expected that students will study together outside of class. However, a student’s exam work should reflect his or her own knowledge. Academic dishonesty will not be tolerated. Any student who is suspected of cheating will be reported to the Dean of Students for disciplinary action and will receive a grade of F for this course.

Participation and Attendance

A. Attendance: Class attendance is an essential element to the learning experience. In addition, CTC policy requires that instructors certify student attendance as of census date. Students who fail to meet this attendance requirement will be marked as “Never Attended” on the Census-Certification and may be dropped from the class.

Updated April 2019
B. **Withdrawal:** The instructor cannot administratively withdraw a student from class. All students whose attendance is certified, as of census date, will receive a letter grade of A, B, C, D, or F. [Final letter grades will depend on a student’s performance.]

Students who wish to withdraw from the class after the certification date should do so before the “last day to withdraw.” This date is listed on the academic calendar in the schedule of classes available on the CTC website. It is the student’s responsibility to know all deadlines and procedures related to withdrawing from the class. When in doubt, contact the Registrar’s Office.

Appeals to the attendance and withdrawal policy must be made to the Registrar’s Office, not to the instructor.

**Scholarly Deportment**

Students are expected to display appropriate classroom decorum at all times. Any behavior which distracts from the learning situation is inappropriate. Language, comments, and discussion will be in good taste, scholarly, and appropriate to the subject at hand. Sleeping in class and private conversations are a distraction to others and will result in appropriate action.

CTC is enriched by the varied backgrounds of our students. Enhance and demonstrate respect to the learning process despite divergent points of view.

**Americans with Disabilities Act**

Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disabilitysupport for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

**VII. Course Outline**

**Chapter One: Introduction to Psychology**

**Objectives**

The successful student will be able to:

- Define psychology.
- Understand the importance of key individuals in the development of psychology.
- Demonstrate familiarity with major concepts and important figures in contemporary psychology.
- Identify the different types and educational requirements of psychologists.
- Discuss the jobs which may be available to psychology majors.
- Compare the early interests of psychologists to that of contemporary psychologists.
Chapter Two: Psychological Research

Objectives

The successful student will be able to:
Identify the need for psychological research.
List and define the steps of scientific method.
Discuss need for science to be skeptical.
Describe the way in which research addresses processes that are difficult to define.
Describe research designs.
Discuss the problems which can arise during research.
Identify and describe how to evaluate the results of research.
Identify ethical research problems and describe the manner in which they are addressed.

Chapter Three: Biological Psychology

Objectives

The successful student will be able to:
Understand human genetics and gene-environment interactions in the study of psychology.
Describe the anatomy and function of individual nervous system cells.
Discuss the affect of drugs at the level of the synapse.
Describe the affect of drugs on behavior.
Evaluate the relationship between the brain and the mind.
Relate the structure of the brain to behavior.
Differentiate between the central and peripheral nervous systems.
Identify the major glands of the endocrine system.
Discuss the role of hormones on body functions.

Chapter Four: States of Consciousness

Objectives

The successful student will be able to:
Describe the relationship between the brain and consciousness.

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Discuss the role of consciousness in action.
Summarize the purpose of consciousness.
Define sleep.
Discuss the need for sleep.
Compare and contrast sleep theories.
List and discuss sleep disorders.
Discuss the function and limitations of hypnosis.
Discuss the interaction between drug use and sleep.

Chapter Five: Sensation and Perception

Objectives
The successful student will be able to:
Differentiate between sensation and perception
Describe light and sound waves
Describe the anatomy of the visual system
Discuss the perception of color
Describe the anatomy and function of the auditory system
Describe the function of the nonvisual senses.
Discuss the problem of misperceptions.

Chapter Six: Learning

Objectives
The successful student will be able to:
Define learning
Recognize and define three basic forms of learning—classical conditioning, operant conditioning, and observational learning
Describe the origins and elements of the behaviorists’ viewpoint.
Explain the relationship between reinforcement and punishment
Discuss the way in which consequences affect future behavior.
Describe the process of learning through observing.

Explain the effect of observational learning—prosocial and antisocial

Chapter Seven: Thinking and Intelligence

Objectives

The successful student will be able to:

Define cognition

Define language and the component of language

Understand the development of language

Explain the relationship between language and thinking

Describe problem-solving strategies

Explain some errors in effective problem solving

Define intelligence

Compare and contrast “g” factor and multiple intelligence theories.

Describe intelligence tests.

Discuss the accuracy, application of, and differences in intelligence test scores.

Discuss genetics and environment in relation to intelligence

Know the difference between a learning disability and a developmental disorder

Chapter Eight: Memory

Objectives

The successful student will be able to:

Describe the different types and components of memory.

List the techniques which can be used to improve memory.

Discuss the possible causes for errors in memory.

Describe types and characteristics of severe memory problems

Chapter Nine: Lifespan Development

Objectives

The successful student will be able to:

Describe the research designs which investigate development.

Distinguish between the three domains of development: physical, cognitive, and psychosocial

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Discuss the theories of development
List and define the stages of prenatal development.
Describe the physical, psychosocial, and cognitive characteristics of infancy through childhood
Describe the physical, psychosocial, and cognitive characteristics of infancy through adolescence
Describe the physical, psychosocial, and cognitive characteristics of infancy through adulthood
Discuss the components and stages of social emotional development

Chapter Ten: Emotion and Motivation

Objectives
The successful student will be able to:
Define motivation.
Define intrinsic and extrinsic motivation
Explain Maslow’s Hierarchy of Needs
Discuss theories of motivation
Describe the physical and psychological mechanisms which regulate eating
Describe eating disorders
Discuss the prevalence and types of sexual activity
Define sexual orientation and gender identity
Describe the relationship between arousal and emotion.
Discuss the theories of emotion.
Describe research involving basic emotions.

Chapter Eleven: Personality

Objectives
The successful student will be able to:
Define personality
Describe the structure of personality according to Freud
Contrast the views of Horney, Jung, and Adler with that of Freud
Discuss the learning approach to personality
Discuss the biological approach to personality

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Describe the humanistic view of personality
Describe trait theory
Discuss personality differences.
Define and describe personality testing.
Discuss the appropriate and inappropriate use of personality testing.

Chapter Twelve: Social Psychology

Objectives
The successful student will be able to:

Define Social Psychology
Discuss situational and dispositional influences on behavior
Define the fundamental attribution error
Describe social roles and how they influence behavior
Discuss how social norms influence behavior
Define attitude
Describe cognitive dissonance
Explain persuasion
Describe the nature of and motivations involved in cooperation and competition.
Discuss the cause of violence.
Describe conformity and types of social influence
Define groupthink, social facilitation, and social loafing
Discuss theories and research involving stereotypes.
Define prejudice and the ways it can be influenced.
Define stereotypes
Define discrimination
Define aggression
Explain bullying and the bystander effect
Describe altruism
Describe the process of partner selection

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Chapter Thirteen: Industrial-Organizational Psychology

Objectives

The successful student will be able to:

Define Industrial-Organizational Psychology
Describe how Industrial Psychology is used to select and evaluate employees
Describe how Organizational Psychology is used to develop the social dimensions of work
Explain measurements of job satisfaction
Discuss the importance of workplace culture
Define and explain the field of human factors psychology

Chapter Fourteen: Stress, Lifestyle, and Health

Objectives

The successful student will be able to:

Define stress.
Explain stressors
Discuss the relationship between stress and illness
Discuss General Adaptation Syndrome
Understand the Social Readjustment Rating Scale
Describe the impact of stress upon health
List and discuss ways to reduce and cope with stress
Define and discuss happiness
Understand the field of positive psychology

Chapter Fifteen: Psychological Disorders

Objectives

The successful student will be able to:

Define psychological disorders
Explain what is meant by harmful dysfunction
Explain the classification system of psychopathology
Identify most common disorders
Discuss perspectives on the origin of disorders

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Discuss heritability and certain mental disorders
Define anxiety and differentiate between normal anxiety and pathological anxiety
Define and explain body dysmorphic disorder, obsessive-compulsive disorder, and hoarding disorder
Describe the nature and symptoms of post traumatic stress disorder
Define mood disorder
Define different levels of depression and the genetic, biological, and psychological explanations
Describe the possible course and behavior related to schizophrenia
Explain the nature of dissociative disorders
Explain personality disorders and how they differ from other mental disorders
Discuss the prevalence and characteristics of attention deficit hyperactivity disorder and autism

Chapter Sixteen: Therapy and Treatment
Objectives

The successful student will be able to:

Discuss mental health treatment in terms of past, present, and future methods
Discuss types of treatments and modalities
Identify the difference in voluntary and involuntary treatment
Discuss psychotropic medications and which disorders they are used to treat
Recognize the unique challenges presented with treatment of substance-related issues
Explain how the sociocultural model is used in therapy
Discuss barriers to mental health services among ethnic minorities