**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**PSY 101 – General Psychology I: Personality and Social Aspects**

**Course Outline**

**Course Number & Name:**  PSY 101 General Psychology I: Personality and Social Aspects

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Pre- or Co-requisites**:  Grades of “C” or better in ENG 096 and RDG 096 or placement

**Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This introductory course examines the history, methodology, definitions, and ideas relating to such concepts as personality formation, self-concept, defense mechanisms, emotions, and conditioning. Emphasis is placed on the relationship of these concepts to the student’s understanding of self and others in everyday interactions.

**General Education Goals**: PSY 101 is affirmed in the following General Education Foundation Category: **Society and Human Behavior**. The corresponding General Education Goal is as follows: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. apply critical thinking guidelines to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote;

2. identity the different research methods in psychology, as well as their advantages and disadvantages;

3. differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology;

4. identity the major and minor psychological perspectives that predominate modern psychology, with particular attention devoted to the terms, definitions, and theories associated with the learning, sociocultural, and psychodynamic perspectives;

5. differentiate the central areas of human motivation;

6. determine how psychologists define and study personality; and

7. identify the symptoms of various psychological disorders and discuss how they are diagnosed and various therapeutic approaches of treatment.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Apply critical thinking guidelines to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote:

1.1 *discuss how psychology requires critical and creative thinking, as opposed to pseudosciences and other approaches based on popular opinion*

2. Identity the different research methods in psychology, as well as their advantages and disadvantages:

2.1 *describe key characteristics of the ideal scientist*;

2.2 *discuss the advantages and disadvantages of various descriptive methods (e.g., case studies, observational studies, psychological tests, and surveys);*

2.3 *identify the advantages and disadvantages of correlational studies*; and

2.4 *discuss the advantages and disadvantages of experiments*

3. Differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology:

3.1 *identify and describe the activities that academic/research psychologists may conduct;*

3.2 *identify and describe the activities that clinical psychologists may conduct;* and

3.3 *identify and describe the activities that psychologists in industry, law, or other settings may conduct*

4. Identity the major and minor psychological perspectives that predominate psychology, with particular attention devoted to the terms, definitions, and theories associated with the learning, sociocultural, and psychodynamic perspectives:

4.1 *discuss the learning perspective’s major topics of study (e.g., the environment and experience)*;

4.2 *discuss the behavioral subarea’s major focus (e.g., environmental determinates of observable behavior)*;

4.3 *discuss the social-cognitive subarea’s major focus (e.g., environmental influences, observation and limitation, beliefs, and values)*;

4.4 *discuss the sociocultural perspective’s major topics of study (e.g., social and cultural contexts)*;

4.5 *discuss the social psychology subarea’s major focus (e.g., social rules and roles, groups, and relationships)*;

4.6 *discuss the cultural psychology subarea’s major focus (e.g., cultural norms, values, and expectations)*;

4.7 *discuss the psychodynamic perspective’s major topics of study (e.g., unconscious thoughts, desires, and conflicts)*;

4.8 *discuss the biological perspective’s major topics of study (e.g., the nervous system, hormones, brain chemistry, heredity, and evolutionary influences);*

4.9 *discuss the cognitive perspective’s major topics of study (e.g., thinking, memory, language, problem solving, and perceptions);* and

4.10 *discuss how humanistic psychology and feminist psychology differs from the more dominate perspectives*

**Measurable Course Performance Objectives (MPOs)** (continued):

5. Differentiate the central areas of human motivation:

5.1 *identify the components of motives to eat*;

5.2 *identify the components of motives to love*;

5.3 *identify the components of motives to be sexual*;

5.4 *identify the components of motives to achieve*; and

5.5 *identify the components of motives to be happy*

6. Determine how psychologists define and study personality:

6.1 *define personality and its relationship to traits;*

6.2 *discern the differences between modern studies of personality (e.g., personality tests and personality traits);* and

6.3 *discern various influences on personality (e.g., genetic, environmental, and cultural, and inner experiences such as the humanist and narrative approaches)*

7. Identify the symptoms of various psychological disorders and discuss how they are classified or diagnosed, measured, and treated with various therapeutic approaches:

7.1 *name and describe the standard reference manual used to classify and diagnose mental disorders;*

7.2 *discuss some of the limitations and inherent problems to classifying and labeling mental disorders;*

7.3 *differentiate projective tests from objective tests;*

7.4 *describe the chief characteristics of various psychological disorders (e.g., anxiety disorders, mood disorders, dissociative disorders, substance-related disorders, schizophrenia, personality disorders, and stress-related disorders);*

7.5 *describe how mental disorders are treated with psychotropic medications and psychotherapeutic methods (e.g., psychodynamic therapy, behavior and cognitive therapy, humanist and existential therapy, and family and couples therapy);* and

7.6 *evaluate the pros and cons of using biological treatments and psychotherapy for various mental disorders*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as logs, reaction papers, theme papers, and projects, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3.    Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

**Methods of Evaluation** (continued)**:**

**% of**

Grading Components final course grade

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation of Child, Teenager, Adult, or Agency 15 – 25%**

**Agency Professional**

The written/oral presentation of the interview of a child, teenager, adult, or agency professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives. The interview may be submitted in written form or performed orally.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

**Note:** The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Wade, C & Tavris, C (2011). *Psychology* (10th edition). Upper Saddle River, NJ: Pearson Education. Note: It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Unit Areas/Topic**

1 Introduction – History of psychology, demographics of the discipline, major psychological perspectives

2 Research Methods – Descriptive (e.g., case study, naturalistic observation, tests, and surveys), correlational studies, experiments, statistical methods for evaluating research methods, ethics in conducting research with animals and humans

3 Learning – Classical conditioning, operant conditioning, social-cognitive theory

4 Motivation –

Types: Primary, social or learned

Approaches: Instinct, drive-reduction, incentives, arousal, cognitive, Maslow’s Hierarchy of Needs

Motivational Systems: Hunger and eating, sexual, achievement and work

Miscellaneous: Attachment, affiliation, power

5 Emotion – The biology of emotions, the function of emotions, cognition and emotions, theories of emotion, emotions across cultures

6 Personality –

Approaches: Psychoanalytic (Freudian and/or Neo-Freudian), trait, learning/social-cognitive, humanistic, biological

Personality Assessment

7 Psychological Disorders – Defining abnormal behavior/mental disorders, classification and diagnosis, disorders (anxiety, somatoform, dissociative, psychophysiological or stress-related, mood, substance-related, schizophrenia, personality)

8 Therapy – Psychoanalysis/psychodynamic therapy, behavioral and cognitive therapy, humanistic and existential therapy, biomedical treatments, effectiveness of biomedical and psychotherapy

9 (optional) Child Development

Note: In PSY 101, the instructor must cover the 8 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, while the instructor may include additional areas based on his/her expertise and/or interest, it is important that areas that overlap with PSY 102 (e.g., biological functions, sensation and perception, thinking and intelligence – see PSY 102 course outline for all units covered) **not** be selected for inclusion in PSY 101.