

ESSEX COUNTY COLLEGE
Division of Social Sciences
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

Prerequisites: Grades of “C” or better in ENG 096 and RDG 096 or placement

Co-requisites: None

Instructor: TBA

Email: TBA

Office Hours: By appointment

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.

Textbook: 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).

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. **Technological Competency/Information Literacy:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness of Diversity:** Students will understand the importance of global perspective and culturally diverse peoples.
9. **Ethics:** Students will understand ethical issues and situations.

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; (GEG 5)
2. identify the different research methods in psychology, as well as their advantages and disadvantages; (GEG 5)
3. differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology; (GEG 5)
4. identify 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; (GEG 5, GEG 8)
5. differentiate the central areas of human motivation; (GEG 5)
6. determine how psychologists define and study personality; (GEG 5, GEG 8) and
7. identify the symptoms of various psychological disorders and discuss how they are diagnosed and various therapeutic approaches of treatment. (GEG 5, GEG 8)

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. Identify 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. Identify 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*

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.

Attendance Policy: Regular and prompt attendance is essential for academic success. Faculty members take attendance at each scheduled class session. Students are expected to attend and be on time for all classes. Individual faculty members may establish specific attendance policies. Attendance records will be turned in to the appropriate Division/Department Chair and/or Program Director at the end of the term and in the interim upon request. Any students with more than three unexcused absences will automatically fail the course.

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

Grading Components	% of final course grade
<ul style="list-style-type: none"> • Attendance/Class Participation Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 25 contact days). A similar procedure will be used to determine participation points. 	5 - 15 %
<ul style="list-style-type: none"> • Logs 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. 	10 - 15 %

- **Reaction Papers** **15 – 20%**

Reaction papers are 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 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.
- **Introspective Theme Paper/Case Study Analysis** **30 – 40%**

The introspective theme paper/case study analysis is a 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.

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

Grading System:

A	90% - 100%	Superior
B+	87% - 89%	Very Good
B	80% - 86%	Good
C+	77% - 79%	Above Average
C	70% - 76%	Satisfactory
D	60% - 69%	Passing
F	59% - 0	Failing

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: In PSY 101, the instructor must cover the 8 units listed below minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.

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