

**This instructor is SACS qualified to teach this course regularly at his/her TBR Institution**

TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES  
SYLLABUS OUTLINE

**COURSE TITLE: General Psychology**  
**COURSE NUMBER: PSY 1010**

**Credit Hours: 3**

**Catalog Course Description:** General Psychology is a survey course that introduces you to significant psychological findings and theories. In addition to fulfilling curricular requirements, this information may help you create a more successful life for yourself.

**How Program Site Will Be Incorporated into the Course:** The program site would provide resources to visit during the course of study as well as a source of guest lecturers. What are the advantages to teaching the courses at the particular program site? Be Specific about what places of interest you think might prove ideal for field trips from the TnCIS program site(s). Ireland's adoption of socialized medicine and the aspects of medical support for all would be an interesting experience for students who have not experienced or discussed this policy. Medical and governmental programs and legislative members in both the large and small urban areas would be visited.

**Prerequisites:** None

**Textbook(s) and Other Course Materials:** *Psychology In Action* (8<sup>th</sup> ed.). New York: John Wiley & Sons.

I. Week/Unit/Topic Basis: modify for number of weeks

1 Syllabus and introduction, Chapter 1: Research Methods, Chapter 2: Neuroscience and biological foundations, Chapter 3: Stress and health psychology, Chapter 4: Sensation and perception **Exam #1: Chapter 1-4**

2 Project Proposal Due, Chapter 5: States of consciousness, Chapter 6: Learning, Chapter 7: Memory, Chapter 8: Thinking, language, and intelligence, **Exam #2: Chapter 5-8**

3 Chapter 12: Motivation and emotion, Chapter 13: Personality, Chapter 16: Social psychology, Chapter 14: Psychological disorders, Chapter 15: Therapy **Exam #3: Chapters 12-16. Research Paper Due \***

## II. Course Objectives\*:

- A. Define psychology from several theoretical perspectives. III.2
- B. Recognize and recall significant psychological terminology. III.1; III.2: III.4
- C. Identify major psychological theories and theorists. III.2; III.7
- D. Describe, analyze, compare, and contrast the major psychological theories and therapeutic approaches. III.2; III.5
- E. Apply course content to personal life. III.4

\*Roman numerals after course objectives reference TBR's general education goals.

## III. Instructional Processes\*:

Students will:

1. Use teamwork to accomplish in class group activities utilizing knowledge of course concepts. *Active Learning Strategy*
2. Complete a research project (oral presentation, journal article review, or an application paper) demonstrating their ability to apply course content. *Communication Outcome, Transitional Strategy*

3. Use the World Wide Web and Pellissippi State library resources to access information for media reports, application papers, and oral presentations.  
*Technological Literacy Outcome*
4. Access available course software for study and review of concepts.  
*Technological Literacy Outcome*
5. Communicate via email with instructor and classmates. *Communication Outcome, Technological Literacy Outcome*
6. Respond orally or in writing to information given by guest speakers from the community. *Communication Outcome, Active Learning Strategy*

\*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Identify examples of research method terminology. A
2. Recognize founders and goals or perspectives of psychology. A
3. Demonstrate an understanding of the components of an attitude and factors in attitude development. D
4. Identify the structure of a neuron, the process of neuron transmission, parts of the brain, and techniques for measuring brain structure and function. B
5. Demonstrate knowledge of factors in the process of perception. B
6. Identify elements of the sleep process and theories of dreams. A, B, C
7. Compare and contrast components of classical and operant conditioning. A, B, C, D
8. Identify major contributors in the field of intelligence testing. A, C
9. Demonstrate an understanding of causes and effects of stress and healthy coping strategies. B, D
10. Compare and contrast theories of personality development. A, B, C, D

11. Identify characteristics of psychological disorders. B
12. Demonstrate an understanding of different approaches in therapy. A, B, C, D

\*Letters after performance expectations reference the course objectives listed above.

## **V. Evaluation:**

A. Testing Procedures: Broad discussion and objective questions or projects will prove the testing aspect.

B. Research Paper: A research paper based upon the topic to be determined upon mutual agreement of resources that review psychological aspects related to their international education experience.

C. Other Evaluation Methods: Class participation will be used to determine the overall grade.

D. Grading Scale:

92-100	= A
89-91	= B+
82-88	= B
79-81	= C+
72-78	= C
65-71	= D
Below 65	F

## **VI. Policies:**

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from

material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

**VII. Instructional Hours:**

This course will consist of a minimum of 37.5 full hours of formal instruction.