

Mississippi Valley State University
COLLEGE OF EDUCATION
Department of Teacher Education

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Course#: ED102

Course Name: General Psychology

The College of Education Theme:

“The Holistic Transformer: Transforming and developing scholars, facilitators, reflective thinkers and responsive professionals who will change and transform the Delta and society and beyond”

Instructor: Dr. Harvey M. Jackson **Office:** #191

Office Hours:

MWF - 9:00a.m - 10:00 am

MWF - 1:00p.m - 2:00 pm

MWF - 4:00pm - 5:00 pm

Telephone: 662.254.3857

Cell: 662.719.1415

Email: harveymillsap1@aol.com

hjack@mvsu.edu

Textbook: PSYCHSMARTH (2011); COON, DENNIS (2012). ESSENTIALS OF PSYCHOLOGY (12TH ED. ESSENTIALS OF PSYCHOLOGY ON A DISK.

I. Course Description

This course surveys scientific foundations for understanding cognitive behavior. It focuses on basic psychological principles and their application to the problems of human development, personality and adjustment. It is designed to give a clear understanding of psychological concepts and theories.

II. Purpose

Upon completion of this course, students should be able to identify various techniques for examining behavior and mental processes and have a broader view of cognitive and social concepts.

III. Course Overview

Students will grasp the components inherent in balanced, comprehensive behavior psychological studies. Theories and principles of psychology will be explained and will form the basis for implementation and assessment of instruction. Students will conduct an introductory interview, ten brief capsules, ten group activities, view six videos, and chapter readings.

In addition, students will be evaluated on their progress by taking tests and conducting a 12 page behavior research project.

I. Course Rationale

Psychology is both a science and a profession that touches many areas of our lives. Psychology is about biological development, human growth, personality theories, memory, therapies, behavioral management, sleep disorders, perception, sensation, death, conformity, creativity, learning, personality, aging, intelligence, sexuality, emotion, abnormal behaviors and many more topics. Psychologists have found that scientific investigation is the best way to study, describe, understand, predict and control human behavior.

II. Course Outcomes and Learning Objectives Goals

Course studies and activities are centered on attainment of the College of Education outcomes and learning objectives, as listed below. These objectives are reflective of, but not limited to, those behaviors advocated by State and National standards. Following each objective and enclosed parenthesis are abbreviations and numbers that reference the standards. A key to the standards is part of the course syllabus.

Outcome I: Students will demonstrate subject-matter content and professional knowledge that will distinguish the teacher candidate as Teacher as Scholar.

A. Objectives – Knowledge

The student will:

1. Define psychology. (INTASC 1,4)
2. Explain the methods psychologists use to study behavior. (INTASC 2,6)
3. Explain how neurons communicate. (INTASC 6,1)
4. Discuss and recite examples involving the processes of acquisition, extinction, spontaneous recovery, generalization and discrimination in classical conditioning? (INTASC 1, 3)
5. Explain memory in terms of information processing. (INTASC 1, 5)

6. Explain what is meant by state-dependent memory and discuss evidence showing that memory is constructive. (INTASC 1, 4)
7. Explain hunger in terms of internal psychology and external incentives. INTASC 1, 5)
8. List the symptoms of mood disorders? (INTASC 1, 2)
9. Discuss the aims and methods of psychoanalysis as a treatment disorders. (INTASC 4, 6)
10. List some of the different types of drug therapy? (INTASC 1, 2, 4)

Outcome III: Candidates will creatively implement strategies to teach content, measure the results, and reflect on the experiences in order to make changes, thus, demonstrating Teacher as a Reflective Thinker.

A. Objectives - Skills

28. Identify different types of reinforcers and describe the four partial reinforcement schedules. (INTASC 8, 9)
29. Roleplay encoding failure, decay, and interference as causes of forgetting. (INTASC 4, 9)
30. Create the following types of problem-solving group strategies: trial and error, hypothesis testing, algorithms, and heuristics. (INTASC 2, 4)
31. Describe trait theories of personality. (INTASC 1, 3)
32. Create the anxiety disorders, somatoform disorders and dissociative disorders. (INTASC 4,9)
33. Identify humanistic and behavioral therapies. (INTASC 3, 4, 6)
34. Create an environmental setting to demonstrate authoritative, authoritarian over protective, permissive parenting styles. (INTASC 4, 9)

Outcome IV: Demonstrating behaviors that reflect values ,commitments, and professional ethics that enhance the learning of K-12 students through a supportive and caring relationship representative of Teachers as Life-long Learners.

B. Objectives - Dispositions

35. Identify obstacles to problem solving. (INTASC 2, 3)
36. Define motivation and describe the role of biological states and external incentives in motivated behavior. (INTASC 1, 2, 5)
37. Distinguish between extrinsic and intrinsic achievement motivation. (INTASC 4, 6)
38. Demonstrate the symptoms and types of schizophrenic disorders. (INTASC 2, 3, 4)

VI. Outline of Course Content

- A. Introduction of Psychology
- B. Biological Psychology
- C. Child Development, Adolescence and Adulthood
- D. Sensation and Perception
- E. Learning
- F. Memory
- G. Cognition, Language and Creativity
- H. Intelligence
- I. Motivation
- J. Human Sexuality and Gender
- K. Personality
- L. Psychological Disorders
- M. Therapy / Social Influence

Learning Activities

1. Read all assigned materials
2. Research current issues and trends in psychology
3. Participate in all class discussions and activities
4. View selected videos
5. Complete preclinical/field experience
6. Submit a behavior management project
7. Complete all periodic and final examination

VIII. Instructional Strategies

- A. Seminar Speakers
- B. Cooperative Learning
Small Group Activities (Study a specific issue related to adolescents)
Role-playing
- C. Oral Presentations and Reports
- D. Survey
Games

IX. Methods of Assessing Objectives/Grading

A. Class attendance	200 pts
B. Psychological Research - Ten (10) (Objectives: 20, 21, 23, 26, 30, 38)	200 pts.
C. Videos (6) observed and summary	200 pts
D. Group Activities - Eight(8) (Objectives: 13, 14, 24, 25, 27, 28, 32, 35, 36)	100 pts
E. Test - Six(6) (Objectives: 1-12, 15-19, 29, 31, 33, 34, 37)	300 pts
*RESEARCH PROJECT / FINAL EXAM / EVALUATION (Objectives: 22, 26, 27)	500 pts
Total Points	<hr/> 1500pts

IX. Grading Scale

Grades are awarded for performance in accordance with Mississippi Valley State University's scale. All students are encouraged to visit with the instructor concerning their grades (or to discuss topics of interest) during the semester. If you are having trouble, **SEE THE INSTRUCTOR IMMEDIATELY**. Don't put it off thinking it will get better. If problems are discovered early, we have a better chance to remedy them. Grades will be assigned on the basis of percentage of the total possible points.

The scale is as follows:

A	90-100 – (1350 -1500)
B	80-89 – (1200 – 1350)
C	70-79 – (1050 – 1200)
D	60-69 - (900 – 1050)
F	59 and below – (below 900)

X. Plagiarism Policy

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves a grade of zero on the test, examination, or paper in question; the instructor may require the student to take another test or submit another paper.

XI. Attendance Policy

As determined by University Regulations, students must attend 75% of class meetings to receive a passing grade.

XII. Bibliography

Kosslyn, S.M. and Rosenberg, R.S. (2004). *Psychology: The Brain, The Person, The World.* Boston, Mass., Allyn and Bacon.

Santrock, John W. (2001). *Educational Psychology.* Americas, New York, McGraw-Hill.

Berk, Laura E. (2001). *Development Through the Lifespan.* Boston, Mass., Allyn and Bacon.

Weiten, Wayne (2001). *Psychology Themes and Variations.* Stamford, CT, Thomson Learning.

RESEARCH RUBIC

Behavior Research Project

RESEARCH SUBJECT APPROVAL –October 23rd -27th - 100 pts

ROUGH DRAFT –November 6th -10th – 100 pts

FINAL DRAFT: November 27th - 29th 2017 – 300 pts

RESEARCH TOTAL 500 pts

I. Students are expected to carry out a hands-on three (3) week behavior research project. This hands-on project is conducted inclusive of the classroom experience and is an integral part of the student final evaluation .please note – **(NO PASSING GRADE WITHOUT THIS RESEARCH).**

II. **The student progress is evaluated one-on-one with the instructor,** the student must demonstrate mastery before the project is completed and a finale grade is submitted.

III. **The student selects an abnormal psychology behavior; this behavior is approved and recorded by the instructor** besides the student name.

IV. **The student will set an attainable goal for the change in the behavior within the semester.**

V. **The student will conduct research from three different research sources, on the problem and treatment of the behavior.**

VI. **The student will draw conclusion from the experiment and research, as to whether they reach their behavior goal what information was learned from the project and whether they agree or disagree with their research findings.**

VII. **The student will experience the steps in writing and presenting a psychological profile.**

VIII. **THE PSYCHOLOGICAL PROFILE** will include:

- **A TITLE PAGE**
- **BEHAVIOR PAGE**
- **GOAL PAGE**
- **ABSTRACT PAGE**
- **PERSONAL DATA PAGE**
- **TWO PAGES OF RESEARCH LITERATURE PROBLEM REVIEW**
- **FOUR PAGES OF RESEARCH LITERTURE TREATMENT REVIEW**
- **CONCLUSION (A THREE PARAGRAPH, YOUR OWN PERSONAL REACTION TO YOUR RESEARCH**
- **A REFERENCE PAGE (AT LEAST THREE SOURCES)**