

MASTER SYLLABUS

Course Discipline Code & No: PSY 100 Title: INTRODUCTION TO PSYCHOLOGY Effective Term Winter 2009
 Division Code: MNBS Department Code: BEHAVIORAL SCIENCE Org #: 11200
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.
 Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were:
 *Must submit inactivation form for previous course. lecture: _____ lab _____ clinical _____
 Course title (was _____) other _____
 Course description Pre-requisite, co-requisite, or enrollment restrictions
 Course objectives (minor changes) Change in Grading Method
 Credit hours (credits were: _____) Outcomes/Assessment
 Objectives/Evaluation
 Other _____ Minor editing for typos, etc.

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 The updates in this document are primarily due to minor errors discovered in reviewing the form. The only substantive change (still minor) is an option to include certain units in either Domain 3 OR Domain 4 as detailed below.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted
 Print: Kristy Norris Signature: Anne Garcia Date: 11-25-08
 Faculty/Preparer
 Print: STARBUCK BURKE Signature: Starbu Burke Date: 11-25-08
 Department Chair
M. Shovan
 Division Review by Dean
 Request for conditional approval
 Recommendation Yes No M. Shovan Date: 11/26/08
 Dean's/Administrator's Signature
 Curriculum Committee Review
 Recommendation Tabled Yes No Renee Veasey Date: 1-7-09
 Curriculum Committee Chair's Signature
 Vice President for Instruction Approval
Roger M. Palang Date: 1/9/09
 Vice President's Signature
 Approval Yes No Conditional

209901
 Do not write in shaded area.
 Log File 12/1/08/12/1 Copy Banner 1/14 C&A Database 1/14 C&A Log File 1/14/09 Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

MASTER SYLLABUS

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: PSY 100	Course title: Introduction to Psychology
-----------------	---

Credit hours: 3 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%"> <tr> <td></td> <td style="text-align:center"><u>Student</u></td> <td style="text-align:center"><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Clinical:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Practicum:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Other:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Totals:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	45	45	Lab:	___	___	Clinical:	___	___	Practicum:	___	___	Other:	___	___	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	45	45																						
Lab:	___	___																						
Clinical:	___	___																						
Practicum:	___	___																						
Other:	___	___																						
Totals:	45	45																						

Prerequisites. Select one:

College-level Reading & Writing
 Reduced Reading/Writing Scores
(Add information at Level I prerequisite)
 No Basic Skills Prerequisite
(College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together</small>	Corequisites <small>Must be enrolled in this class also during the same semester</small>
_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
_____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required
 and or Admission to program required
 and or Other (please specify): _____
 Program: _____

Please send syllabus for transfer evaluation to:
 Conditionally approved courses are not sent for evaluation.
 Insert course number and title you wish the course to transfer as.

X E.M.U. as PSY101 _____ as _____
 X U of M as PSY111 _____ as _____

<p>Course PSY 100</p>	<p>Course title Introduction to Psychology</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This class provides an introduction to the scientific study of psychology—the study of mental processes and behavior. This is a survey course including such topics as psychological development, learning, thinking, motivation, emotion, perception, intelligence, aptitudes and personality. Basic principles and their practical applications are discussed.</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <ol style="list-style-type: none"> 1. Recognize how biological processes underlie psychological processes. 2. Recognize how the scientific method is used to analyze psychological questions. 3. Apply psychological principles to various normal and/or pathological human behaviors 	<p>Assessment Methods for determining course effectiveness</p> <p>Departmental Exam</p> <p>Departmental Exam</p> <p>Departmental Exam</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <p>The Behavioral Science Department will apply the national standards developed by the American Psychological Association in teaching psychology. Every Intro. to Psychology course should cover material from each of the five major content domains. Materials from both areas identified in domain one must be presented. Units presented from domains 2, 3, 4, &5 are selected by the faculty. Note that two units are acceptable under either domain 3 or domain 4.</p> <p>#2 DOMAIN ONE: Methods (Must cover both of the following units)</p> <p><u>Introduction to Psychology</u></p> <ol style="list-style-type: none"> a) Identify at least three of the major psychological perspectives b) Recognize the influence of three psychological perspectives on contemporary psychology. <p><u>Research Methods</u></p> <ol style="list-style-type: none"> a) Recognize at least three research designs that are used in psychology along with their strengths and weaknesses. b) Distinguish between a dependent variable and an independent variable AND between a control group and an experimental group. 	<p>Evaluation Methods for determining level of student performance of objectives</p> <p>At least five graded assignments will be evaluated to calculate the student's final grade. These may include quizzes, exams, presentations, projects, and papers. At least ONE two page paper must be submitted during the semester. The paper can be one of the five graded assignments. Each unit selected will be tested by using a variety of questions.</p> <p>DOMAIN ONE: Through variety of question each student will be asked to demonstrate understanding of material. Suggested question type is in parentheses</p> <ol style="list-style-type: none"> A) Be able to recognize at least two characteristics of two perspectives (multiple choice) B) Given an example, be able to ID the relevance of a psychological perspective (multiple choice/short answer) C) Given a research design, be able to ID the strengths or weakness of given design (multiple choice/short answer) D) Given a research study, be able to ID the dependent variable, independent variable, control group, and/or experimental group (short answer, multiple choice)

<p>#1</p>	<p>DOMAIN TWO: Biopsychological (Must cover at least TWO of the following five units: Biological Bases of Behavior, Sensation and Perception, Motivation, Emotions, and/or Stress, Coping, and Health)</p> <p><u>Biological Foundations</u></p> <p>a) ID at least three structures and one function of the neuron, the nervous system, and the brain. b) ID the genetic influence on behavior c) Recognize the words DNA, gene, and chromosome d) ID the correct definition of nature and the correct definition of nurture</p> <p><u>Sensation and Perception</u></p> <p>a) Recognize the difference between a sensation and a perception b) ID the components and functions of at least one sense organ. c) Recognize at least two perceptual organizational properties.</p> <p><u>Motivation</u></p> <p>a) Distinguish between a primary and secondary motivation b) Recognize the role of drives and incentives in motivation. c) Recognize the basic principles underlying Maslow's hierarchy of needs.</p> <p><u>Emotion</u></p> <p>a) ID the potential role of cognition in emotion b) Recognize at least two psychological explanations for aggressive behavior in society. c) Recognize the role of learning and culture in emotional regulation.</p> <p><u>Stress, Coping, and Health</u></p> <p>a) ID at least two sources of stress. b) Cite at least one individual difference variable that influences one's reactions to stress. c) ID two ways of coping with stress. d) Recognize the physiological and psychological effects of drug use and physical activity.</p>	<p>DOMAIN TWO: Through a variety of questions each student will be asked to demonstrate understanding of this material. Suggested question types are in parentheses.</p> <p><u>Biological Foundations</u></p> <p>A) Be able to demonstrate recognition of structures and functions of the neuron, nervous system, and the brain (diagram and label/matching) B) ID if a behavior is or is not due to genetic influences (matching/multiple choice) C) Be able to ID the correct definition of DNA, gene, or chromosome (multiple choice) D) Be able to correctly define nature and nurture (multiple choice, fill-in-the blank/short answer)</p> <p><u>Sensation and Perception</u></p> <p>A) ID the correct definition of sensation and perception (multiple choice) B) Be able to recognize the components and functions of at least one sense organ (diagram and label/matching) C) ID a correct perceptual organizational property (multiple choice/matching)</p> <p><u>Motivation</u></p> <p>A) Be able to state the definition of primary motives and secondary motives (short answer) B) Be able to state the role of drives in motivation and the role of incentives in motivation (short answer) C) Be able to state the basic principle underlying Maslow's hierarchy of needs (short answer)</p> <p><u>Emotion</u></p> <p>A) State the potential role of cognition in emotion (short answer) B) State at least two psychological explanations for aggressive behavior in society (short answer) C) ID the statement that correctly reflects the role of learning and culture in emotional regulation (multiple choice)</p> <p><u>Stress, Coping, and Health</u></p> <p>A) ID at least two sources of stress (multiple choice/short answer) B) Recognize the roles of individual differences in mediating stress. (short answer) C) ID two typical coping responses (short answer/multiple choice) D) Recognize the physiological and psychological effects of drug use and physical activity (multiple choice/short answer/matching)</p>
<p>#3</p>	<p>DOMAIN THREE: Development (must cover at least ONE of the following three units: Infant and Child Development, Adolescent Development, or Adult Development)</p> <p><u>Infant and Child Development</u></p> <p>a) ID at least one characteristic of three theories of infant and child development. b) Recognize at least two physical, cognitive, and social changes that occur during infancy and childhood.</p>	<p>DOMAIN THREE: Through variety of question each student will be asked to demonstrate understanding of material. Suggested question type is in parentheses.</p> <p><u>Infant and Child Development</u></p> <p>A) Be able to ID the statement that correctly names a characteristic of a given developmental theory (multiple choice/matching) B) Be able to match physical, cognitive, and social developmental ages with infancy or childhood</p>

<p>#3</p>	<p><u>Adolescent Development</u> a) Recognize at least two theories of adolescent development. b) Recognize at least two physical, cognitive, and social changes that occur during adolescent development</p> <p><u>Adult Development</u> a) Recognize at least two theories of adult development. b) Recognize at least two physical, cognitive, and social changes that occur during adult development.</p> <p>DOMAIN FOUR: Cognitive (must cover at least TWO of the following four units: Learning, Memory, Thinking and Language, and/or States of Consciousness)</p> <p><u>Learning</u> a) State principles and main elements of two learning theories. b) ID the difference between classical conditioning and operant conditioning principles. c) Recognize the difference between the four schedules of reinforcement.</p> <p><u>Memory</u> a) ID the three stages of memory according to the information-processing view b) Recognize two structures in the brain that are largely responsible for memory. c) Recognize ways in which memories can be distorted or forgotten altogether.</p> <p><u>Thinking and Language</u> a) ID two methods used to generate and evaluate alternative solutions to problems. b) Define at least two elements of language. c) State two socio-cultural aspects that may play a role in intelligence.</p> <p><u>States of Consciousness</u> a) ID at least two states of consciousness b) ID the stages of sleep c) State two possible purposes of sleep and dreaming d) Cite the role of two psychotropic drugs in altering states of consciousness</p> <p>#3 DOMAIN FIVE: Sociocultural (must cover at least TWO of the following four units: Personality and Assessment, Psychological Disorders, Treatment of Psychological Disorders, and/or Social and Cultural Dimensions of Behavior)</p>	<p>(matching/Multiple choice) <u>Adolescent Development</u> A) Be able to ID the statement that correctly states a characteristic of a given adolescent developmental theory (multiple choice/matching) B) Be able to match physical, cognitive, and social developmental changes that accompany adolescence (matching/Multiple choice)</p> <p><u>Adult Development</u> A) Be able to ID the statement that correctly states a characteristic of a given adult stage (multiple choice/matching) B) Be able to match physical, cognitive, and social developmental changes that accompany adult development (matching/Multiple choice)</p> <p>DOMAIN FOUR: Through variety of question each student will be asked to demonstrate understanding of material. Suggested question type is in parentheses</p> <p><u>Learning</u> A) Recognize the principle and main elements of two learning theories (short answer) B) ID classical conditioning versus operant conditioning principles (multiple choice/matching) C) ID the appropriate schedule of reinforcement in a given situation. (multiple choice/matching)</p> <p><u>Memory</u> A) Recognize the three stages of memory (multiple choice/short answer) B) ID the structures of the brain associated most strongly with memory (multiple choice/short answer) C) Recognize the potential factors that can distort or stop memory functions (short answer)</p> <p><u>Thinking and Language</u> A) ID the method being used to generate or evaluate alternative solutions to problems (multiple choice) B) Define at least two elements of language (short answer) C) Name two socio-cultural aspects that may play a role in intelligence (short answer)</p> <p><u>States of Consciousness</u> A) ID two states of consciousness (multiple choice) B) ID the main stages of sleep (multiple choice/short answer) C) ID the purpose of sleep and dreaming (multiple choice/short answer) D) Recognize the role of psychotropic drugs in altering states of consciousness (short answer)</p> <p>DOMAIN FIVE: Through variety of question each student will be asked to demonstrate understanding of material. Suggested question type is in parentheses</p>
-----------	--	---

MASTER SYLLABUS

	<p><u>Personality and Assessment*</u></p> <p>a) Recognize the underlying assumptions of two of the following theories of personality: psychoanalytic, trait, humanistic, or social learning.</p> <p>b) ID at least one objective and one projective personality test.</p> <p>c) ID one strength and one weakness of self-reported measures of personality</p> <p>*Note: This unit can also be used in Domain 3</p> <p><u>Psychological Disorders</u></p> <p>a) ID no less than two characteristics of anxiety disorders, mood disorders, and schizophrenia.</p> <p>b) ID at least two possible causes of mood, anxiety, and schizophrenic disorders</p> <p><u>Treatment of Psychological Disorders</u></p> <p>a) Recognize the difference between biomedical therapy and psychotherapy, and identify examples of each.</p> <p>b) ID at least two therapeutic techniques recommended by clinicians from the following perspectives: psychoanalytic, humanistic, and cognitive-behavioral.</p> <p><u>Social and Cultural Dimensions of Behavior</u></p> <p>a) ID two possible effects of being a member of a group on behavior.</p> <p>b) ID the effect that conformity, social roles, obedience, and cognitive dissonance can have on behavior.</p> <p>c) Recognize the meaning of the fundamental attribution error.</p> <p>d) Recognize at least one technique that has been successful in reducing discrimination and prejudice.</p>	<p><u>Personality and Assessment*</u></p> <p>A) State one key assumption of at least two theories of personality: psychoanalytic, trait, humanistic, or social learning (short answer)</p> <p>B) ID if a test is a projective test or an objective test (multiple choice)</p> <p>C) Recognize a strength and a weakness of self-reported measures of personality (multiple choice)</p> <p><u>Psychological Disorders</u></p> <p>A) Recognize at least two characteristics of anxiety, mood, and schizophrenia disorders (multiple choice/short answer)</p> <p>B) Recognize at least two causes for anxiety, mood and schizophrenia disorders (multiple choice/short answer)</p> <p><u>Treatment of Psychological Disorders</u></p> <p>A) Recognize the distinction between biomedical techniques and psychotherapy (multiple choice)</p> <p>B) Recognize at least three components of the following therapeutic methods: psychoanalytic, humanistic, behavioral, cognitive, and medical</p> <p><u>Social and Cultural Dimensions of Behavior</u></p> <p>A) Recognize the effect of group membership on one's behavior (multiple choice)</p> <p>B) When reading a scenario, be able to recognize the group membership concept (multiple choice)</p> <p>C) Recognize an example that represents the fundamental attribution error (multiple choice)</p> <p>D) Discuss at least one way to reduce discrimination and prejudice.</p>
--	--	--

List all new resources needed for course, including library materials.

Student Materials:

<p>List examples of types</p> <p>Texts</p> <p>Supplemental reading</p> <p>Supplies</p> <p>Uniforms</p> <p>Equipment</p> <p>Tools</p> <p>Software</p>	<p>Exploring Psychology in Modules (current edition) by David. G Myers</p> <p>Worth Publishing</p>	<p>Estimated costs</p> <p>\$ 81.35</p>
--	--	---

MASTER SYLLABUS

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course. <input type="checkbox"/> Level I classroom Permanent screen & overhead projector <input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR <input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR <input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
--	---

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
1. Recognize how biological processes underlie psychological processes.	Departmental Exam	Fall 2008 and every three years thereafter.	Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.	All students taking the section selected.
2. Recognize how the scientific method is used to analyze psychological questions.	Departmental Exam	Fall 2008 and every three years thereafter.	Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.	All students taking the section selected.
3. Apply psychological principles to various normal and/or pathological human behaviors.	Departmental Exam	Fall 2008 and every three years thereafter.	Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.	All students taking the section selected.

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

As this is a multiple choice assessment, the instructor administering the assessment will evaluate the answers and submit results at the end of each semester to a designated full-time instructor, who will in turn take all data and analyze the results to compare success and weaknesses across all sections.

2. Indicate the standard of success to be used for this assessment.

75% of the sample will answer the questions representing each outcome successfully (A score of 11 out of 15 or higher).

3. Indicate who will score and analyze the data (data must be blind-scored).

The instructors who administer the data will score the data; one or more full-time instructors will summarize the data, comparing scores across ALL sections sampled

4. Explain the process for using assessment data to improve the course.

Data will be analyzed on a yearly basis. Results will be presented at meetings with both full-time and part-time faculty to discuss areas of weakness and successful teaching strategies for addressing information as needed.