

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The Department of Psychological Sciences proposes offering PSYS 100 (Introduction to Psychology; 3 hours) as an Explorations course in the Social and Behavioral Sciences subcategory. This course has course equivalency with PSY 100 (approved at the 3/20/2014 University Senate meeting).

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all of the learning outcomes listed for the appropriate subcategory.**

Students explore the human experience using theories and tools of the social and behavioral sciences. Courses require students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society.

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.

Introduction to Psychology will survey major theories examined in the sub-disciplines of the field of psychology. Psychology is the scientific study of the mind and behavior. It investigates how people sense, perceive, and respond to stimuli in their environment from physiological, cognitive, social, and psychopathological perspectives. Psychology is an integrative discipline in that each perspective contributes useful knowledge to the investigation of the other perspectives. As a result, students taking this course develop an appreciation for considering the impact that personal and environmental factors have on both normative individual and group behavior. Moreover, students who take this course are exposed to the dominant theories which explain how individual variation in normative behavior can sometimes lead to psychopathology or group social deviance. Introduction to Psychology offers students the opportunity to analyze how neuroscientific, cognitive, social, and developmental principles contribute to our understanding of human thought and behavior.

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Consistent with Psychology's tradition as a social science, students who enroll in Introduction to Psychology will learn the basics of research design and the scientific method as it pertains to collecting data to answer research questions within the sub-disciplines of the field. Students learn about (a) experimental and observational research techniques, (b) the typical designs of studies seeking to examine human and animal behavior, (c) the importance of considering empirical evidence when evaluating support for and the criticism of dominant theories in the field, (d) the process by which psychologists use their findings to inform real-world application of psychological

principles, and (e) the necessity to design studies to follow ethical guidelines when working with humans or animals.

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Students who enroll in Introduction to Psychology will consider diversity as it relates to variation in human thought and behavior. Variation in the following contribute to the emergence of diversity when exploring psychological phenomena: (a) individual differences in genetic and environmental factors (a.k.a. nature versus nurture), (b) the age of the populations discussed, (c) normative sociocultural trends, (d) physiological variation at the cellular and body systems level, and (e) abnormal levels of deviance from normative behavior.

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Within Introduction to Psychology, students are actively engaged in examining psychological concepts that impact their academic, social, and professional lives. Students (a) consider the factors that influence human development, (b) explore human cognition as it relates to learning, intelligence, and problem solving, (c) examine the impact of neuropsychology on various psychological processes, and (d) consider the influence that environmental pressures have on social behavior. Students are asked to consider how these topics apply to their own lives. For instance, students learn about models of learning and memory that they can apply directly to their own study habits. Additionally, societal implications of social and abnormal psychology are discussed given the bearing that these psychological factors have on interpersonal relationships, group social behavior, and choices that we make in our lives as individuals.

5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Students in Introduction to Psychology are expected to master the key constructs and terminology used by psychologists working in the disciplines that are common to the field. Student mastery is assessed via examinations and other assignments that require students (a) to clearly distinguish between concepts presented in the course, (b) to integrate concepts across domains within the field of psychology, and (c) to apply the knowledge that they learn throughout the course to solve research-oriented and practical or clinical-oriented problems.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly. As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;
2. Appreciate the importance of engaging in ethical research practices within the discipline;
3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;
6. Understand the impact that situational forces and group pressures have on personal and social behavior;
7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

4. Brief description of how the department will assess the course for these learning objectives.

In order to assess the learning objectives for the course, all students enrolled in Introduction to Psychology (PSY 100 and PSYS 100) will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSYS 100 course director will randomly sample 100 students who are enrolled in PSYS 100 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly
- Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly
- Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly

5. How many sections of this course will your department offer each semester?

The Departments of Psychology and Psychological Sciences will together offer approximately 15 sections of the course per semester. The sections generally vary in enrollment capacity from 20 students to 210 students. In recent history, approximately 2,000 students enroll in PSY/PSYS 100 per year.

6. Please attach sample syllabus for the course.

A sample syllabus can be found on the pages that follow.

PSYS 100 – Introduction to Psychology (3 credit hours)

Class times, class location, course website information, and instructor information: [Removed from example syllabus]

Course Prerequisites: None

Catalog Description: An introductory course dealing with principles of behavior, scientific methods of psychology, measurement, learning, perception, motivation, development, personality, abnormal behavior, social behavior, intelligence, and other topics.

General Education Objectives Met by the Course: This course satisfies the Explorations B. Social and Behavioral Sciences Colonnade Program general education requirement. For this requirement, students explore the human experience using theories and tools of the social and behavioral sciences. This course requires students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society. Within this course, students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Required Text for Course:

Hockenbury, D. H., & Hockenbury, S. E. (2012). *Psychology*. New York: Worth Publishers. ISBN: 1-4641-2070-6 (Note that this is a possible text but that faculty are free to choose a suitable text that addresses the content specified in the learning outcomes)

Course Goals: Psychology is a multifaceted field that examines human thought and behavior. We will survey major theories and concepts from a number of fields within the discipline. Theory-driven, empirical findings will be emphasized as well as techniques that have been developed to apply theory to everyday life and to examine and manipulate human behavior for the benefit of society. Because this is a survey course, we will cover a large number of topics briefly.

Learning Outcomes: As students complete this course, they will acquire knowledge about the terminology and major principles of the field. More specifically, students will:

1. Recognize that the scientific method impacts the conclusions that we can draw from research about human thought and behavior;
2. Appreciate the importance of engaging in ethical research practices within the discipline;
3. Examine how our thoughts and behavior are linked to our senses and to the physiology of our brain and body;
4. Understand the roles that learning, memory, language, and other cognitive processes play in our everyday thought and behavior;
5. Consider how motivation, emotion, and other social factors drive our behavior and define our personal experiences;
6. Understand the impact that situational forces and group pressures play on personal and social behavior;

7. Recognize how psychological assessments are used to examine intelligence and personality as well as the role that nature and nurture play in defining these constructs;
8. Understand how human thought and behavior evolve as a result of social, cognitive, and physical development from childhood through adulthood; and
9. Consider the impact that psychopathology has on human thought and behavior.

Components of the Course:

A. Exams: There will be # exams during the term. The dates for the exams are listed on the course calendar in this syllabus. Exams are worth the # of points. Each exam will include # multiple choice questions, and each multiple choice question is worth # points. Each exam will cover the material discussed during the corresponding exam period. However, similarities between some of the topics may create some redundancy. (Note: Some courses use comprehensive exams throughout the term.)

B. Student Engagement: Engagement refers to how actively involved you are as a student in reading and studying for class as well as participating in class. You can earn # points toward your grade in the course by completing quizzes, classroom activities, and writing exercises. Engagement activities are also included in the course calendar found in this syllabus. (Note: The activities, assignments, and assessments vary by the section of PSYS 100 based on the preferences of the instructor and the pedagogical limitations of the enrollment capacity of the section)

C. Research Participation/Observation: [Removed from example syllabus but is defined by department policy and involves students taking part or observing research in the Department of Psychological Sciences]

Grading Policy: Grades are assigned based on the number of points earned throughout the course of the term on the assignments, activities, quizzes and exams.

<u>Grade Tally</u>	
Exams	# points
Quizzes	# points
Assignments	# points
Classroom activities	# points
Total	# points

<u>Grading Scheme</u>	
# points to # points	= A (4.0)
# points to # points	= B (3.0)
# points to # points	= C (2.0)
# points to # points	= D (1.0)
< # points	= F (0.0)

(Note: The total number of points and weighting of points by course components vary between sections).

Other Course Policies: [Removed from example syllabus]

Course Calendar: [Removed from example syllabus]