STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA COURSE NUMBER: PSY*111

COURSE TITLE: General Psychology I

COURSE CATALOG DESCRIPTION: Introduction to the basic concepts and methods of psychology. Primary emphasis is placed on the scientific study of human behavior. Topics include: basic physiological processes underlying behavior; states of consciousness; learning and memory; and stress, health, and adjustment.

LECTURE HOURS PER WEEK: 3

CREDIT HOURS: 3

LAB HOURS PER WEEK (if applicable): N/A

PREREQUISITE(S): Corequisite: ENG*043.

SECTION II

A. SCOPE: This course is a survey course. The course is intended to impart students with an understanding of psychology as a behavioral science. It will provide students insight into a wide range of psychological topics. Since this course is one part of a two-course sequence, the goal is to introduce students to the basic concepts in each of the major areas of psychology without duplicating the materials covered in the continuation General Psychology II course.

This course fulfills a Designated Core Competency in the area of Scientific Reasoning (SR).

This course fulfills a Designated Core Competency in the area of Social Phenomena Knowledge / Understanding (SP).

B. REQUIRED WORK: Determined by the instructor as described in the course syllabus.

C. ATTENDANCE AND PARTICIPATION: Students are expected to attend each class, be punctual, take exams at the scheduled time, and participate in the learning process. (Specific instructor policies are included on the course syllabus.)

D. METHODS OF INSTRUCTION: Each instructor determines the methods of instruction for the course. These may include lectures structured to permit open discussion and critical reflection grounded on scholarly readings. Videotapes, charts and other audiovisual aids may be used to emphasize certain topic areas and to make the course material more relevant and understandable to the students. In addition, relevant empirical articles may be assigned to ensure critical and in-depth discussion of various topics.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT: The following objectives and outcomes represent the department's core requirements for student achievement.

LEARNING OBJECTIVES	**LEARNING OUTCOMES**	**ASSESSMENT METHODS**
To demonstrate an understanding of:	**Students will:**	**As measured by:**
1. The scientific foundation of the field of psychology: historical development of psychology as a science.	Describe the evolution and development of psychology as a behavioral science that is based on scientific methods of inquiry. Explain the theoretical approaches taken by different branches of psychology. (SR 1; SP 2)	In-class test, homework assignment, group project, and/or research paper.
2. The scientific foundation of the field of psychology: research methods.	Explain scientific methods used in conducting research in psychology, including use of: naturalistic observation, survey, correlational, and experimental methods. (SR 1, 3, 4, 5, SP 2) Explain how studies that use quantitative methods rely on statistical methods, including descriptive statistics and correlation coefficients, with emphasis on the difference between correlational studies and experimental design (i.e., random assignment). (SR 1, 3, 4, 5) Explain how specific studies address or fail to address ethical issues. (SP 3) Interpret graphs and/or tables of information on issues relevant to psychology, and evaluate the validity of such research and/or infer reasonable limits for interpretations. (SR 1, 4, 5) Apply scientific methods, such as a correlational or experimental study, to investigate psychological phenomena. (SR 2, 3, 4, 5)	In-class test, homework assignment, group project, and/or research paper.

3. The biological bases of behavior.	Explain the basic principles of nervous system structure and function as well as the roles of genetics and hormones in behavior. Apply theories and research findings to interpret, explain, and draw logical inferences about the effects of anatomical and physiological structures and processes on behavior and mental processes in real world situations. (SR 1, 4, 5; SP 2, 5)	In-class test, homework assignment, group project, and/or research paper.
4. The various states of consciousness.	Explain issues regarding sleep and dreams, and the effects of drugs on the neurological and psychological functioning of the individual. Apply theories and research findings to interpret and analyze real world situations. (SR 1, 4, 5, SP 2, 5)	In-class test, homework assignment, group project, and/or research paper.
5. How we learn and remember.	Explain and/or exemplify the basic principles of classical and operant conditioning and observational learning, including the transmission of a variety of cultural beliefs, values, and behavioral norms. Explain and/or exemplify stages of memory, and the biology of memory. Summarize scientific research to explain how neurological damage can affect one's capacity for learning and memory. (SP 2, 4)	In-class test, homework assignment, group project, and/or research paper.
6. Stress, health, and coping.	Explain and/or exemplify common sources of stress, physiological, cultural, and social moderators of stress, the immune system, and the psychological factors that contribute to physical illness. Apply theories and research findings to interpret and analyze real world situations. (SR 1, 4, 5, SP 2, 4, 5)	In-class test, homework assignment, group project, and/or research paper.

Core Competency Assessment Artifact(s):
Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F. TEXT(S) AND MATERIALS: College level introductory textbook in adult development and aging, study guides, and supplementary reading.

G. INFORMATION TECHNOLOGY: Basic knowledge of the use of computers to write papers as well as on-line search and use of internet resources. Extent of use of information technology will vary by instructor.