

## MODIFIED COURSE PROPOSAL

PROGRAM AREA \_\_\_\_\_

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_\_ units); time distribution (Lecture \_\_\_\_ hours, laboratory \_\_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

### PSY 100 INTRODUCTION TO PSYCHOLOGY (3)

3 hours lecture per week

an introduction to the theories, research and applications that constitute the field of psychology. Emerging issues in the field of psychology, what different types of psychologists do, and how to critically evaluate psychological literature will be covered. May be applied towards

GenEd: D & E.

### 2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar	_____	_____	_____
Laboratory	<u>1</u>	_____	_____
Activity	_____	_____	_____

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for Psychology majors. This course provides a focused introduction to contemporary psychology, which is explored as a science, a profession, and a means of promoting human welfare. Students are exposed to psychology as a natural and social science through reading assignments, lectures, discussions, and demonstrations. Writing assignments reflecting critical thinking are required. Through completing this course, students will be able to

1. Explain why psychology is a science in a manner that would convince both an average person and a physics major.
2. Identify the definitions of psychological terms.
3. Recognize examples of psychological principles, concepts, and methods.
4. Detect the correct sequence of the stages or components of psychological theories, methods, and processes.
5. Match psychological theories with their theorists, assumptions, and concepts.
6. Compare and contrast psychological principles, theories, and methods.
7. Know the purposes, components, advantages, disadvantages, and explanatory powers of psychological methods.
8. Identify statements that are in harmony with psychological principles, theories, and perspectives.
9. Predict behaviors and mental processes from the perspective of particular psychological principles or theories.
10. Evaluate the validity of statements dealing with behavior and mental processes.
11. Analyze complex behaviors and mental processes into their constituent parts.
12. Comprehend the skills of a critical thinker.
13. Think critically about psychological principles, concepts, theories, and methods.
14. Identify ways that psychologists demonstrate ethical principles.
15. Demonstrate an increased understanding and greater acceptance of characteristics and life-styles that differ from your own.
16. Demonstrate methods of intellectual inquiry (*i.e.*, locating, comprehending, and synthesizing information from multiple sources into a single, coherent scholarly product).

4. Is this a General Education Course ☒ YES ☐ NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	X
E (Human Psychological and Physiological Perspectives)	X

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Need for quantitative methods in science in general and psychology in specific  
Scientific and statistical methods as ways to reason inductively and deductively about human behavior  
Biological and physiological foundations of psychology  
Sensation and perception  
Motivation and emotion  
Principles of learning and conditioning  
Memory, thinking, and intelligence  
Development across the lifespan  
Personality theory  
Abnormal psychology and psychological disorders  
Psychotherapy and counseling psychology  
Social psychology and psychological sociology  
Psychology of diversity: sex, gendered, ethnic, race, socioeconomic, and cultural influences on behavior

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]

Coon, D. (2002). *Psychology: A journey*. Belmont, CA: Wadsworth Group

Davis, S. F., & Palladino, J. J. (2002). *Psychology* (3rd ed.). New Jersey: Prentice-Hall.

McBurney, D. H. (2002). *How to think like a Psychologist: Critical thinking in Psychology*. New Jersey: Prentice-Hall.

Westin, A. (1993). *A rulebook for arguments* (2<sup>nd</sup> ed.). Indianapolis: Hackett. [Also available online at:  
<http://www.hozien.com/mih/arg/rule.pdf>.

7. List Faculty Qualified to Teach This Course.

Psychology faculty

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer \_\_\_\_\_

9. New Resources Required.

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Harley Baker                      05 January 2003  
Proposer of Course              Date