

Washtenaw Community College Comprehensive Report

PSY 100 Introduction to Psychology Effective Term: Fall 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 100

Org Number: 11220

Full Course Title: Introduction to Psychology

Transcript Title: Introduction to Psychology

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission:

Change Information:

Other:

Rationale: Update Master Syllabus

Proposed Start Semester: Spring/Summer 2019

Course Description: In this course, students are introduced to the scientific study of psychology - the study of mental processes and behavior. This survey course includes such topics as psychological development, learning, thinking, motivation, emotion, perception, intelligence, aptitudes and personality. Basic principles and their practical applications are discussed.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5
Assoc in Arts - Area 5
Michigan Transfer Agreement - MTA
MTA Social Science

Request Course Transfer

Proposed For:

Eastern Michigan University
University of Michigan

Student Learning Outcomes

1. Recognize how biological processes underlie psychological processes.

Assessment 1

Assessment Tool: Departmental Exam
Assessment Date: Fall 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: Random sample of 50% of all sections.
Number students to be assessed: all
How the assessment will be scored: Answer key.
Standard of success to be used for this assessment: Seventy percent of the students will score 70% or higher on the outcome related questions.
Who will score and analyze the data: Departmental faculty

2. Recognize how the scientific method is used to analyze psychological questions.

Assessment 1

Assessment Tool: Departmental Exam
Assessment Date: Fall 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: Random sample of 50% of all sections.
Number students to be assessed: all
How the assessment will be scored: Answer key.
Standard of success to be used for this assessment: Seventy percent of the students will score 70% or higher on the outcome related questions.
Who will score and analyze the data: Departmental faculty

3. Apply psychological principles to various normal and/or pathological human behaviors.

Assessment 1

Assessment Tool: Departmental Exam
Assessment Date: Fall 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: Random sample of 50% of all sections.
Number students to be assessed: all
How the assessment will be scored: Answer key.
Standard of success to be used for this assessment: Seventy percent of the students will score 70% or higher on the outcome related questions.
Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify at least three of the major psychological perspectives
2. Recognize the influence of three psychological perspectives on contemporary psychology.
3. Recognize at least three research designs that are used in psychology along with their strengths and weaknesses.
4. Distinguish between a dependent variable and an independent variable AND between a control group and an experimental group.

5. ID at least three structures and one function of the neuron, the nervous system, and the brain.
6. ID the genetic influence on behavior.
7. Recognize the words DNA, gene, and chromosome.
8. Recognize the difference between a sensation and a perception
9. ID the components and functions of at least one sense organ.
10. Recognize at least two perceptual organizational properties.
11. Distinguish between a primary and secondary motivation
12. Recognize the role of drives and incentives in motivation.
13. Recognize the basic principles underlying Maslow's hierarchy of needs.
14. ID the potential role of cognition in emotion.
15. Recognize at least two psychological explanations for aggressive behavior in society.
16. Recognize the role of learning and culture in emotional regulation.
17. ID at least two sources of stress.
18. ID two ways of coping with stress.
19. ID at least one characteristic of three theories of infant and child development.
20. Recognize at least two physical, cognitive, and social changes that occur during infancy and childhood.
21. Recognize at least two theories of adolescent development.
22. Recognize at least two physical, cognitive, and social changes that occur during adolescent development.
23. Recognize at least two theories of adult development.
24. Recognize at least two physical, cognitive, and social changes that occur during adult development.
25. State principles and main elements of two learning theories.
26. ID the difference between classical conditioning and operant conditioning principles.
27. Recognize the difference between the four schedules of reinforcement.
28. ID the three stages of memory according to the information-processing view.
29. Recognize two structures in the brain that are largely responsible for memory.
30. Recognize ways in which memories can be distorted or forgotten altogether.
31. ID two methods used to generate and evaluate alternative solutions to problems.
32. Define at least two elements of language.
33. State two socio-cultural aspects that may play a role in intelligence.
34. ID at least two states of consciousness
35. ID the stages of sleep
36. State two possible purposes of sleep and dreaming
37. Cite the role of two psychotropic drugs in altering states of consciousness
38. Recognize the underlying assumptions of two of the following theories of personality: psychoanalytic, trait, humanistic, or social learning.
39. ID at least one objective and one projective personality test.
40. ID no less than two characteristics of anxiety disorders, mood disorders, and schizophrenia.
41. ID at least two possible causes of mood, anxiety, and schizophrenic disorders
42. Recognize the difference between biomedical therapy and psychotherapy, and identify examples of each.
43. ID at least two therapeutic techniques recommended by clinicians from the following perspectives: psychoanalytic, humanistic, and cognitive-behavioral.
44. ID two possible effects of being a member of a group on behavior.
45. ID the effect that conformity, social roles, obedience, and cognitive dissonance can have on behavior.
46. Recognize the meaning of the fundamental attribution error.
47. Recognize at least one technique that has been successful in reducing discrimination and prejudice.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals

Periodicals
Software

Equipment/Facilities

Level III classroom
Off-Campus Sites
Testing Center
Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Maria Ortega</i>	<i>Faculty Preparer</i>	<i>Feb 01, 2019</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Feb 02, 2019</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Feb 04, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Apr 17, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Apr 18, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Apr 22, 2019</i>