

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type

☒ Existing/Restructured

☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: PSYC 1301

Texas Common Course Number: PSYC 2301

Course Title: Introduction to Psychology

Course Catalog Description (Copy and paste from [online catalog](#) for existing courses):

This course is designed to be a broad survey of the field of psychology covering such topics as learning, perception, personality, development, psychopathology, etc. It covers both the theoretical basis and the empirical content of these areas. Credit 3.

Course Prerequisites: None

Available Online? ☐ Yes ☒ No ☐ Anticipated (Semester:)

Number of Sections to be Offered per Year: 14

Estimated Enrollment per Section: 130

Course Level (freshman, sophomore): Freshman

Requestor Full Name (designated department rep – contact person): Jerry Bruce or Marsha Harman

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Phone: 936-294-2202 or 936-294-2689

Approvals

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

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PART II – THECB Foundational Component Areas

See [Appendix](#) for full description of each component area.

Select Component Area: VIII. Social and Behavioral Sciences

How Component Area Addressed: PSYC 1301 introduces students to the discipline of scientific psychology, the study of behavioral and mental processing through empirical research. It introduces/surveys a number of important areas including research methods, theories, lifespan development, sensation/perception, neurophysiology, social psychology, personality, psychometrics, abnormal behavior, and psychotherapy. Research in psychology addresses individual, group, community, and global aspects of these topics.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Perform minimal operations related to empirical/scientific method

How will requirement be addressed (including strategies and techniques)?

Early in the semester (see attached syllabus) the topic of research methods will be introduced. The notion of variable manipulation will be addressed with experimental and correlational methods. A brief introduction to statistical testing and the idea of significance will also be discussed. Students will be required to plot data on graphs, to determine measures of central tendencies and deviations for a set of data, and to discuss sampling methods.

Describe how requirement will be assessed: Embedded in the final examination a series of separate questions from the topics just listed will be presented to the students. These embedded questions will be developed by the department and will be included in each section's final exam. A continuous level of performance will be tracked from semester to semester to determine how well the students are mastering these concepts.

Objective 2: Apply statistical concepts to real world situations and make practical judgments as to outcomes

How will requirement be addressed (including strategies and techniques)?

In this context students will be given research articles with differing types of research. The instructor will assist the students in defining the hypotheses, determining methods of data collection, and in explaining and interpreting results. Learning activities will be given, such as the one here: <http://serc.carleton.edu/sp/cause/conjecture/examples/18164.html> Further, in discussions of research methods students will be given sample data and analyses and asked to use the information to judge as to whether or not a particular decision should be made in a practical situation and they will be asked to defend their response.

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Describe how requirement will be assessed: Again embedded examination questions will be included on the final exam, measuring the students' ability to make practical judgments using the results of research information.

Objective 3: To discuss the major theoretical frameworks that guide thinking in psychology from varying cultural frameworks

How will requirement be addressed (including strategies and techniques)?

Psychology as a discipline operates from several theoretical perspectives. Each of these perspectives examines behavior differently. Behavioral, cognitive, psychoanalytical, humanistic, Indian, Chinese, and post-modern approaches will be introduced. In class, group discussions will be held with small groups being assigned one of these groups. The groups will come together and "debate" the merits of each of the approaches in explaining particular behaviors. The historical background of these approaches will be presented.

Describe how requirement will be assessed: After this exercise students will be given a case study and asked to evaluate the information from an assigned perspective/theoretical orientation. Each of the groups will make a brief oral presentation of their theories/orientations. A rubric will be used to evaluate the effectiveness of the presentations.

Objective 4: Display factual knowledge drawn from across varying points of view in the areas of sensation/perception and biological bases of behavior (terminology, classifications, method, trends)

How will requirement be addressed (including strategies and techniques)?

Students completing PSYC 1301 will be able to discuss how psychology and physiology are associated in predicting and controlling behavior. Areas of brain development, biological bases of behavior, sensation and perception, motivation, and memory will be examined. Research will be reviewed and case studies presented to serve as a foundation for learning activities related to such psychological phenomena as depression, anxiety, optical illusions, and brain areas associated with specific behaviors. Memory skills and motivation techniques will be examined as well.

Describe how requirement will be assessed: Departmentally developed common items will be embedded in the final exam. Scores on these items will be used to assess knowledge retention and to assess the students' ability to apply various biological constructs to the analysis of contemporary issues.

Objective 5: Display master of factual knowledge in the areas of areas of learning, social, and developmental psychology and the diversity among cultures represented in these areas (terminology, classifications, method, trends)

How will requirement be addressed (including strategies and techniques)?

Students completing PSYC 1301 will be able to apply research knowledge of social, developmental, and learning to examine human behavior from the individual and groups perspective. The notion of how these topics vary from culture to culture will be addressed. Readings from the text and supplemental materials will allow students to examine research in these areas. The department has relevant media presentations that will assist in the exploration of these areas of psychology. This objective (a learning perspective) will be contrasted with the Objective 4 (a biological perspective)

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for discussion of the nature-nurture controversy.

Describe how requirement will be assessed: Common embedded questions on exams will assess knowledge retention and ability to apply various social/developmental/learning psychology areas to contemporary issues.

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. **Address ALL skill objectives associated with the selected Component Area. (See Appendix)**

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Skill Objective: Students will be able to use creative thinking, innovation, inquiry, as well as analysis, evaluation, and synthesis of information to apply psychological principles and research to social and cultural problems.

How will requirement be addressed (including strategies and techniques)?

Students will be required to demonstrate knowledge of the importance of inquiry and analysis in psychological research. Students will begin to think critically as they examine research and the methodology used in experimental and correlational research, especially related to association versus causation. Critical thinking also will be required to use research to explain, predict, and control behavior in varying environments and situations. Students will evaluate whether studies are correlational (association) or experimental (causal) and will apply research findings to everyday situations in explaining individual and group behavior.

Students will also be required to posit a number of solutions to social and cultural problems using creative and innovative thinking based on psychological principles and research. In small groups of two or three, pupils will evaluate solutions to establish the advantages and disadvantages of each approach. Learners will be encouraged to play the devil's advocate before trying to reach consensus.

Describe how requirement will be assessed: Critical thinking will be assessed through common relevant items embedded in periodic exams that require identification and selection as well as essays that require application of psychological principles. Case studies will be used to assess students' ability to inquire about details of the case, analyze the mined data, and synthesize all elements into three solutions to the case problem. Evaluating each solution, learners will rank order the viability of each solution using psychological principles and research.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

Skill Objective: Students will be able to effectively communicate psychological research via

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written, oral, and visual means.

How will requirement be addressed (including strategies and techniques)?

Students will examine persuasive essays/research articles to evaluate the validity of the essays/articles (e.g., article claiming that autism is caused by childhood vaccinations – article now debunked by research). First as a large class, the instructor will use psychological research to attempt to persuade the audience of the appropriate conclusion explaining hypotheses, variables, research method, data analysis, and finally, the validity of the research. Next, learners in small groups will attempt to write a persuasive essay directed toward a particular audience using psychological research, following the example of the instructor. The instructor will use some of the anonymous essays with the entire class to determine the strength, accuracy, and learners' ability to apply knowledge to specific situations.

Guidelines for effective oral presentations will be provided and practiced through individual and group presentations. The effective use of color and photographs/clip art on slides including position, size, and animation will be presented through example and critique.

In another activity, students will practice developing an essay asserting the advantages and disadvantages of studying psychology (as an example, topics will vary). Learners will share their essay with members of a small group and debate the ideas of each essay with the goal of reaching consensus as to the major advantages and disadvantages of studying psychology. They will work within their groups to produce presentation using PowerPoint to convey conclusions, using written, oral, and visual elements in the presentation. Students will be given rubrics that address what is expected in the essays and presentations in order to score well on these exercises.

Describe how requirement will be assessed: In addition to each group presentation scored via rubric, each student will prepare a flyer including text and visual items to promote the study of psychology to be scored by rubric. Finally, depending on the size of the class, each student will present the information orally to a group of classmates. Classmates will use the common rubric to evaluate the presenter's communication skills (written, oral, and visual). If entire class is the audience, instructor will also score the presentation via rubric.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Skill Objective: Students will be able to manipulate and analyze numerical data and/or observable psychological behavior to reach informed conclusions about human behavior.

How will requirement be addressed (including strategies and techniques)?

Students will be introduced to research methods in the course (component objects one and two). They will practice in class manipulating a provided group of scores so that measures of central tendency (mean, median, and mode) and measures of dispersion (range, standard deviation) are derived. They will practice plotting the scores into a graphic display to further illustrate descriptive statistics for the group of scores. An introduction to correlational and experimental procedures will be presented in component objective two.

Describe how requirement will be assessed: Common questions embedded in exams will evaluate retention of ideas with an item requiring the manipulation of a provided group of scores and the derivation of measures of central tendency and specific measures of dispersion. The exam item will also require that students demonstrate an understanding of research distributions through a graphic display of the given scores. A common rubric will be used to assess the graphic display.

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6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Skill Objective: Students will demonstrate intercultural competence and civic responsibility in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)?

Students will be introduced to social responsibility through psychological theories related to moral development. Students are assigned to groups for discussion of moral dilemmas as the topic of social or educational psychology is introduced. The group will have been exposed to Kohlberg's theories of moral judgment (introduced with component objective three or five). They will be given a story of moral conflict and will attempt to arrive at a solution. Although cognitive processing of social dilemmas is not the same as behaving in a socially acceptable manner, this exercise makes students aware of the difficulty in making moral choices. As the exercise is repeated throughout the semester, various dilemmas will address cultural issues, civic responsibility, and those that relate to regional, national, and global citizenship.

Describe how requirement will be assessed: Groups will develop a play/poster (with a slogan) or some objective display to stimulate others to raise the notion of social responsibility.

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PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Introduction, Review Syllabus
Week 2	What is Psychology?
Week 3	Psychology's Scientific Methods – empirical-quantitative learning activity
Week 4	Applied Research Methods – critical thinking learning activity / empirical-quantitative assessment
Week 5	Biological Foundations of Behavior
Week 6	Basic Neuroanatomy
Week 7	Theoretical Orientations to Psychology
Week 8	Sensation/Perception/Attention
Week 9	Human Development
Week 10	Varying Cultural Understanding of Development
Week 11	Learning, Memory, and Cognition
Week 12	Motivation and Emotion
Week 13	Personality
Week 14	Social Psychology
Week 15	Psychology Applied in the Real World
Week 16	Psychological Disorders and Treatment
Finals Week	Final Exam at scheduled time

2. Attach course syllabus

Syllabus Attached? YES

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Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

Foundational Component Areas	CT	COM	EQS	TW	SR	PR
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	