

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: PSYC 104	Course Title: Psychology for Living	
Number of Units: 3		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Spencer McWilliams	Email: smcwilli@csusm.edu	Submission Date:

1. Course Catalog Description: Psychological principles, theory, and research are discussed in the context of applied situations and self-improvement. Areas covered include stress and anger management, sexuality and relationship issues, drug abuse, choosing a career, improving study and test-taking skills, changing unwanted behaviors, parenting concerns, and selecting mental health services.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

	<u>3/19/14</u>	<u>DC Initial</u>		<u>3/21/14</u>
Course Proposer	Date		Department Chair	date

Please note that the department will be required to report assessment data to the GEC annually.

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted Discipline Chair	<input type="checkbox"/>	<input type="checkbox"/>
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline Chair	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
_____			_____		

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone: Email:

From: Miriam Schustack
Sent: Monday, March 24, 2014 4:30 PM
To: Marshall Whittlesey
Cc: Spencer McWilliams; Yvonne Meulemans
Subject: FW: PSYC 104 forms for GE recertification
Attachments: GE recert form PSYC 104 revised.pdf

Here is the revised version of the GE certification form for PSYC 104, with the librarian "signature" below. (Thanks, Yvonne!)

--Miriam

~~~~~  
Miriam W. Schustack, Ph.D.  
Professor of Psychology and  
Chair, Department of Psychology  
California State University San Marcos  
San Marcos, CA 92096  
Voice: 760 750-4095  
FAX: 760 750-3418

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**From:** Yvonne Meulemans  
**Sent:** Monday, March 24, 2014 4:25 PM  
**To:** Miriam Schustack  
**Subject:** Re: PSYC forms for GE recertification

Thank you for the additional details regarding the information literacy components of this course. Please consider this email my signature in support of PSYC 104.

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**From:** Miriam Schustack <[mschusta@csusm.edu](mailto:mschusta@csusm.edu)>  
**Date:** Monday, March 24, 2014 at 3:29 AM  
**To:** Yvonne Meulemans <[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu)>  
**Subject:** RE: PSYC forms for GE recertification

Here is a revision of the PSYC 104 GE recertification form, for your re-review.

~~~~~  
Miriam W. Schustack, Ph.D.
Professor of Psychology and
Chair, Department of Psychology
California State University San Marcos San Marcos, CA 92096
Voice: 760 750-4095
FAX: 760 750-3418

From: Miriam Schustack
Sent: Tuesday, March 18, 2014 1:03 PM
To: Yvonne Meulemans
Subject: RE: PSYC forms for GE recertification

Thanks for taking a look at these so quickly. I will see what we can do to bring the PSYC 104 up to standard, and we will send you a revised version.

--Miriam

~~~~~  
Miriam W. Schustack, Ph.D.  
Professor of Psychology and  
Chair, Department of Psychology  
California State University San Marcos  
San Marcos, CA 92096  
Voice: 760 750-4095  
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**From:** Yvonne Meulemans  
**Sent:** Tuesday, March 18, 2014 12:47 PM  
**To:** Miriam Schustack  
**Subject:** Re: PSYC forms for GE recertification

Hi Miriam:

Thank you for providing the recert forms for my review. I am also a member of GEC this year, so I was able to also look at the accompanying syllabi. Please consider this email the signature in support from Library Faculty for: PSYC 100, PSYC 110, PSYC 210, PSYC 215.

For PSYC 104, it looks like this is a course that is offered as an Area E course. I see on Part A of the form that reflection papers are used as the assignments to assess information literacy. There is also mention, in Part D, about a library representative presenting in the class. Also, the last two rows under Part D are blank. Could you provide additional information about these how these outcomes/goals of the course are fulfilled? The outcomes in Part A, B, and D that refer to finding/searching/using information in an academic/scholarly community are the primary ways that the information literacy component of Area E courses are provided.

Thanks,  
Yvonne

Yvonne Nalani Meulemans  
Information Literacy Program Coordinator  
California State University at San Marcos  
Kellogg Library 3422/760-750-4375

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**From:** Miriam Schustack <[mschusta@csusm.edu](mailto:mschusta@csusm.edu)>  
**Date:** Monday, March 17, 2014 at 4:27 PM  
**To:** Yvonne Meulemans <[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu)>  
**Subject:** PSYC forms for GE recertification

Attached are forms for GE recertification for PSYC UEDGE course. These require library faculty approval before we can submit to the GEC.

PSYC 100  
PSYC 104  
PSYC 110

PSYC 210

PSYC 215

Let us know if there are any questions. (I didn't have a scan of the version signed by the course proposer for PSYC 104, but it was prepared by Spencer McWilliams.)

--Miriam

~~~~~  
Miriam W. Schustack, Ph.D.
Professor of Psychology and
Chair, Department of Psychology
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Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.</p>	<p>Human development, stress, coping, the self, social influence, interpersonal communication, relationships, gender, psychological and physical health, psychological disorders, psychotherapy</p>	<p>Students will write reflection papers describing how the topics relate to their personal experience.</p> <p>For example, on the topic of stress and coping, the student's reflection paper might address one of the following:</p> <p>My most stressful experience. Describe the incident or experience that you see as the most stressful experience that you have ever had. Discuss what it was about it that made it so stressful. Describe how you coped with this situation at the time, how it turned out, what you learned from the incident, and what you might do differently in the future to cope.</p> <p>Managing stress assertively. Recall a stressful situation that you handled in an assertive manner. Describe the situation, how you handled it, and how it turned out. An alternate exercise is to relate a similar situation that you wished you had handled in a more assertive manner. How did you react in this situation? What happened as a result? If you're faced with a similar situation in the future, how could you handle it more assertively?</p> <p>Coping Strategies. Think</p>

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		<p>of a stressful situation that you have experienced in the past week or month. Which of the coping strategies (described on page 95) did you rely on? If you didn't use those coping strategies, describe how you handled the stressful situation. How well did you cope with this situation? What is it about your personality that led you to handle it in this way? What did you learn from the situation? If you face a similar situation in the future, how would you like to handle it differently?</p> <p>Students will be quizzed on questions related to each topic.</p>
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	Stress, coping, the self, social influence, interpersonal communication, relationships, gender, adolescence, psychological and physical health, psychological disorders, psychotherapy	Same as above
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	Human development, stress, coping, the self, social influence, interpersonal communication, relationships, gender, adolescence, careers, sexuality, psychological and physical health, psychological disorders, psychotherapy	Same as above
E1.4 Describe how their well-being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.	Careers and work, psychological and physical health, psychotherapy	<p>Same as above</p> <p>For example, a student's reflection report might address their experience using the student counseling center, student health center or the career center.</p>
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	Human development, stress, coping, the self, social influence, interpersonal communication, relationships, gender, adolescence, careers,	Students will write a 1000 word research paper reviewing the current literature in one of these topics

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	sexuality, psychological and physical health, psychological disorders, psychotherapy	
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Human development, stress, coping, the self, social influence, interpersonal communication, relationships, gender, adolescence, careers, sexuality, psychological and physical health, psychological disorders, psychotherapy	Students will write reflection papers describing how each of the topics relates to their personal experience.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Human development, stress, coping, the self, social influence, interpersonal communication, relationships, gender, adolescence, careers, sexuality, psychological and physical health, psychological disorders, psychotherapy	Students will write a 1000 word research paper reviewing the current literature in one of these topics
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): For example: Chapter 3, Stress and Coping, addresses research on stress in various cultures, hate crimes, and ethnicity-related stress experienced by African Americans, Latin Americans, Asian Americans, and other minority groups. Chapter 6, The Self, addresses issues of ethnicity and gender in relation to self-esteem. Chapter 7, Social Thinking and Sociality, contains a major 6 page section on “The Problem of Prejudice,” including strategies for reducing prejudice and modern types of discrimination Chapter 9, Friendship and Love, addresses sexual orientation and love, and loneliness in gays and lesbians. Chapter 10, Marriage and Intimate Relationships, addresses alternative relationship lifestyles, including several pages on same sex marriage and gay parenting. Chapter 13, Careers and Work, addresses workplace issues for women and minorities, research on reducing prejudice, the glass ceiling for women and minorities
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Reflection Papers
Courses in this area highlight the students’ self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students’ own growth is the focal point of the course.	Covered in most chapters. The course emphasizes the practical, application to personal experience
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students’ own personal development.	All of these factors are covered in the course
Content will cover factors that promote and detract	All of these factors are covered in this course

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<p>from students' ability to achieve optimal individual health, well-being or development across various points in their lives.</p>	
<p>These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.</p>	<p>Library representative invited to present literacy information to the class, in conjunction with the beginning of their research paper project. Instructor will follow-up as the research paper project is underway.</p>
<p>Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.</p>	<p>Research Paper</p>
<p>Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.</p>	<p>Research Paper</p>

Syllabus
(Sample)
PSYC 104—Psychology for Living

GENERAL INFORMATION:

Meeting Time:

Meeting Place:

Course Prerequisites: none

Instructor:

Office:

Office hours:

E-mail: Please use Course Mail

Phone:

COURSE GOALS:

The goal of this course is for you to learn how psychological principles can apply to understanding and enhancing your life. Along the way to achieving this goal, you will be introduced to the discipline of psychology and the methods psychologists use to study behavior and mind. The class will discuss some traditional psychology topics, such as personality, development, social influence, interpersonal relationships, and mental health, from the point of view of how we can apply our knowledge for self-improvement. Keep in mind that only you can change yourself. If you learn the information presented in the course but do not attempt to apply it to yourself, you will not fully achieve the course goals.

General Education Area E:

This course fulfills the requirement for Area E: Lifelong Learning and Information Literacy of the Cal State San Marcos General Education requirements for the bachelor's degree. The purpose of Area E courses is to equip students "for lifelong understanding and development of themselves as integrated physiological and psychological entities."

Course Objectives:

1. To learn about basic psychological principles
2. To apply these principles to enhancing your life and your interactions with others
3. To reflect on and write about your personal experiences pertaining to the topics, issues, and material that we discuss in class and read about in the textbook

Lifelong Learning and Self-Development GELOs this course will address. Students will be able to:
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.
E1.4 Describe how their well-being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.

REQUIRED TEXT:

Weiten, W. & Dunn, D. S. & Hammer, E. Y. (2014). *Psychology Applied to Modern Life: Adjustment in the 21st Century, 11th Ed.* Cengage Learning.

COURSE REQUIREMENTS:

1. **Quizzes:** Each week beginning with week 2 there will be a quiz consisting of about 15 multiple-choice items. We will take the Quizzes during the **last 15 minutes** of the Wednesday class session, and will cover the chapter in the textbook assigned for that week and material introduced in the lectures and discussions during that week. There will be 15 quizzes, and your highest 12 scores will count toward your final grade (180 points maximum possible).
2. **Reflection Papers:** Beginning with the second week of the semester, every two weeks you will compose a **300-word written essay** on a topic that you choose from a list that will be posted on the course web site. The papers will provide you with an opportunity to apply or connect the course topics to your personal experience, consistent with the life-long learning emphasis of the course. You will always have a choice of topics. The topics or questions for each paper will be posted on the WebCT site. Click on "Reflection Papers" and then "Topics for Reflection Paper" to see the list of topics for each paper.

An essay of 300 words typically consists of about 3 paragraphs, about one single spaced page. To find the number of words in your essay using MSWord, click on "Tools" and then "Word Count". For full credit, an essay must be clear and organized, and must fully address the chosen exercise. Please check your grammar and spelling – points will be deducted for sloppy work. There will be a total of eight (8) Reflection Papers and each will be worth a total of 15 points (120 points maximum possible).

You will submit your papers electronically on the Cougar Course site by again clicking on "Reflection Papers" and then "Submit Reflection Paper." I highly recommend that you compose your essay on MSWord and save it, and then copy and paste it for submission. After I have scored the essays you can check your score and my comments on your paper by clicking on "Reflection Paper Comments" and then on the number "1" under "Attempts."

3. **Research Paper.** Students will select a topic from among those addressed in the course on which to research current literature and compose a paper of 1000 words. The particular topic must be approved by the instructor prior to conducting the research. The process for conducting the literature review will be presented by a library representative prior to the review. The paper must be written in APA-format and include at least 5 sources. The due date for research papers will be determined by the instructor. The paper will be worth 50 points.

The reflection and research papers fulfill the CSUSM writing requirement

4. **Attendance:** You will receive one point for attending each class session (30 pts. possible). If you are not in the room when attendance is taken you will not receive the point.

Grading: Your final score will consist of the total number of points summed across your 12 highest quizzes, the 8 Reflection Papers, the Research Paper, and attendance. Course grades will

be based on a percentage of the highest actual total score obtained by a student in the class. Final grades will be computed using the following weighting scheme:

- A = 90.00-100% of the highest score in the class**
- B = 80.00-89.99% of the highest score in the class**
- C = 70.00-79.99% of the highest score in the class**
- D = 60.00-69.99% of the highest score in the class**
- F = 0-59.99% of the highest score in the class**

You can check your scores for your Quizzes and Reflection Papers by clicking on the “My Grades” icon on the Course WebCT site.

CLASS SCHEDULE:

Week 1:	Course Overview, Goals, How is Psychology Relevant? <i>Reading:</i> Ch. 1
Week 2:	Theories of Personality and Human Development <i>Reading:</i> Ch.2 <ul style="list-style-type: none"> • Reflection Paper #1 due • Quiz #1 (on the syllabus, Ch. 1 & Ch. 2)
Week 3:	Stress and its effects <i>Reading:</i> Ch. 3 <ul style="list-style-type: none"> • Quiz #2 (on Ch. 3)
Week 4:	Coping <i>Reading:</i> Ch. 4 <ul style="list-style-type: none"> • Reflection Paper #2 due • Quiz #3 (Ch. 4)
Week 5:	The Self <i>Reading:</i> Ch. 5 <ul style="list-style-type: none"> • Quiz #4 (on Ch. 5)
Week 6:	Social Thinking and Social Influence <i>Reading:</i> Ch. 6 <ul style="list-style-type: none"> • Reflection Paper #3 due • Quiz #5 (on Ch. 6)
Week 7:	Interpersonal Communication <i>Reading:</i> Ch. 7 <ul style="list-style-type: none"> • Quiz #6 (on Ch. 7)

Week 8:	Friendship and Love <i>Reading:</i> Ch. 8 <ul style="list-style-type: none"> • Reflection Paper #4 due • Quiz #7 (on Ch. 8)
Week 9:	Marriage and Intimate Relationships <i>Reading:</i> Ch. 9 <ul style="list-style-type: none"> • Quiz #8 (on Ch. 9)
Week 10:	Gender and Behavior <i>Reading:</i> Ch. 10 <ul style="list-style-type: none"> • Reflection Paper #5 due • Quiz #9 (on Ch. 10)
	<ul style="list-style-type: none"> • Spring Break: No Classes
Week 11:	Development in Adolescence and Adulthood <i>Reading:</i> Ch. 11 <ul style="list-style-type: none"> • Quiz #10 (on Ch. 11)
Week 12:	Careers and Work <i>Reading:</i> Ch. 12 <ul style="list-style-type: none"> • Reflection Paper #6 due • Quiz #11 (on Ch. 12)
Week 13:	Development and Expression of Sexuality <i>Reading:</i> Ch. 13 <ul style="list-style-type: none"> • Quiz #12 (on Ch. 13)
Week 14:	Psychological and Physical Health <i>Reading:</i> Ch. 14 <ul style="list-style-type: none"> • Reflection Paper #7 due • Quiz #13 (on Ch. 14)
Week 15:	Psychological Disorders <i>Reading:</i> Ch. 15 <ul style="list-style-type: none"> • Quiz #14 (on Ch. 15)
Week 16: FINAL EXAM	Psychotherapy <i>Reading:</i> Ch. 16. <ul style="list-style-type: none"> • Reflection Paper #8 due • Quiz #15 (on Ch. 16) This will be a regular class session on Chapter 16

COURSE POLICIES:

Attendance: Regular attendance and participation in class discussion is expected.

Classroom Etiquette: Please observe the following courtesies, to contribute to an effective learning experience for all:

- ❑ **Cell Phones.** Turn off your cell phone and/or beeper before entering class. If you forget to do so and it goes off, silence it and do not speak on the phone during class. If you expect an emergency call during class, please notify the instructor ahead of time and place your phone on vibrate mode.
- ❑ **Punctuality.** Arrive to class on time, and be prepared to engage in the class when it begins. If you arrive late be sure to just take your seat quietly so as not to disrupt the class activity.
- ❑ **Respect for Others.** Don't talk while others (either the instructor or your fellow students) are speaking. Respect the views and opinions of others even if they differ from your own. Do not behave in a manner that disrupts the learning experience for others.
- ❑ **Leaving the Classroom.** When a class member leaves in the middle of class, it distracts both the professor and other class members. If you must leave the class early to manage some personal matter, inform the professor ahead of time and sit near the door if you can. If you have special health conditions that may require you to leave in the middle of the class on some regular basis, plan ahead for this, arrive early, and take a seat near the door.

Academic Honesty: All CSUSM students are responsible for knowing the standards of academic honesty. Please refer to the CSUSM catalog or the campus website (http://www.csusm.edu/student_affairs/Policies/academic_honesty.htm) to see the Academic Honesty Policy. Plagiarism, that includes using information without crediting the source or copying from another student, will result in a grade penalty or failure of the course.

Special Needs: Please see the campus website at <http://www.csusm.edu/dss/student/> for the University policies regarding special needs. If you have a disability and need special accommodation, consult first with the Office of Disabled Student Services and then discuss the accommodation with me *during the first week of the semester*. I find it very difficult to address requests for special consideration when I receive them under the pressure of an examination or the end of the semester, and may not respond to your full satisfaction under those conditions.