

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT



Course Abbreviation and Number: PSYC 100	Course Title: Introduction to Psychology	
Number of Units: 3.0 _____		
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 checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dustin Calvillo	Email: dcalvill@csusm.edu	Submission Date: January 29, 2014

1. Course Catalog Description: Introduction to basic concepts, problems, and research methods in the science of psychology. Includes perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

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


1/29/14

1/30/14
 Course Proposer Date Department Chair date
Please note that the department will be required to report assessment data to the GEC annually.
DC Initial

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

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

Course Coordinator: Dustin Calvillo Phone: x8577 Email: dcalvill@csusm.edu

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Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Students learn about psychological theories and research methods in lecture and assigned textbook readings. During class, students practice developing studies to test hypotheses derived from theories.	Students will answer exams and quiz questions that assess understanding of psychological theories and methods. Homework assignments focus on applying concepts to real world problems.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	One of the four levels of analyses covered in the course is the cultural level (biological, individual, and social are the other three). Throughout lectures we analyze the impact that race, culture and gender have on psychological phenomenon and characteristics (e.g., personality, intelligence, language, memory). One lecture and assigned chapter (on social psychology) specifically covers stereotypes, prejudice, and discrimination.	Exams and quiz questions assess understanding of the roles of race, culture, and gender in psychology. Additional questions probe the understanding of the concepts: stereotypes, prejudice, and discrimination.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	The first lectures and readings provide historical context for contemporary psychological theories. We review the philosophical roots of psychology, the birth of psychology as an empirical science, and major schools of thought (and individuals) in the history of psychology. Furthermore, throughout exam subsequent lecture and reading, the history of that topic (e.g., social, developmental, clinical, biological, and cognitive psychology) is discussed.	The first exams and quizzes contain items relating to the history of psychology. Subsequent exams and quizzes contain items related to historical developments of specific topics/areas of psychology.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Lectures and assigned readings explain the importance of psychological research in learning about the mind, brain, and behavior. We also cover how psychological research can solve social problems, such as reducing intergroup conflicts, legal issues related to psychology, and recognizing and treating individuals with mental illnesses.	Students will complete homework assignments and participate in classroom activities that ask them to use psychological findings, theories, and methods to solve real-world problems. In one activity, they gain practice recognizing symptoms of several psychological disorders.

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)	Students will write during classroom activities and while they complete homework assignments. Their writing will be reviewed by peers and assessed by the professor.	Students will complete homework assignments that address specific prompts.

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<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>Critical thinking is a topic covered in the first lecture and assigned chapter. In the discussion of critical thinking, students are encouraged to critically evaluate evidence and reach conclusions on topics such as childhood vaccinations and the effects of Mozart music on creativity.</p> <p>Throughout additional lectures, students are encouraged to think critically to draw reasonable conclusions based on research findings.</p>	<p>Students will answer quiz and exam questions to assess their understanding of critical thinking and some of the homework prompts require students to draw conclusions based on evidence presenting in assigned readings.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Homework assignments will require students to search research articles, and read, evaluate, and write about these articles.</p> <p>Students are shown how to use library search engines (e.g., PsycINFO and Google Scholar) to locate literature.</p>	<p>Part of the assessments on homework assignments evaluate the appropriateness of articles students have found and their performance in evaluating and writing about these articles.</p>

**California State University, San Marcos General Education Program
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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D 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 checked="" 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): <i>Students will be exposed to material about the similarity and differences of individuals and groups and will address these issues in homework assignments.</i>
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.	Students will write three papers with a minimum length of 850 words.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Instructors will provide written feedback on homework assignments.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will need to search for literature to complete the homework assignments.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students must search for, read, and analyze the literature to complete the homework assignments.

Psychology 100: Introduction to Psychology
Spring 2014

Professor: Dustin Calvillo, Ph.D.
Email: dcalvill@csusm.edu
Phone: (760) 750-8577

Office: SBSB 3233
Office Hours: MW 10:00am-11:00am and by
appointment

Meetings: MW 9:00am-9:50am in ARTS 240 AND F 9:00am-9:50am in breakout room

Course Description: Introduction to basic concepts, problems, and research methods in the science of psychology. Includes perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. The requirements will include participation in low-risk psychological experiments or completion of additional short papers.

General Education Student Learning Outcomes:

1. Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.
2. Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
3. Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.
4. Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.
5. Students will communicate effectively in writing to various audiences.
6. Students will think critically and analytically about an issue, idea or problem.
7. Students will find, evaluate and use information appropriate to the course and discipline.

Psychology Student Learning Outcomes: By the completion of this course, students will be able to:

1. Describe the major concepts, theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes
2. Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomenon.
3. Thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topics.

Prerequisites: None

Course Expectations: This is a difficult class. Students who succeed usually spend approximately 6 hours per week (in addition to our scheduled class times) on this course (reading, reviewing, writing, taking practice exams, etc.).

Course Website: A course website is available on CougarCourses. It contains a copy of this syllabus, hpp guidelines, lecture outlines, information regarding homework, and grades.

Textbook: Gazzinga, M., Heatherton, T., & Halpern, D. (2011). *Psychological science* (4th ed.). New York: W. W. Norton and Company.

Note: This is the textbook from which quiz and exam questions will be written. I do not recommend the use of other editions (previous editions, international editions, etc.). I realize other editions may be substantially less expensive. Use these at your own risk. Two copies of the required textbook are available at the Reserve Checkout Desk in the library.

Psychology 100: Introduction to Psychology
Spring 2014

Textbook Companion Website: <http://www.wwnorton.com/college/psych/psychsci4/>. Note: This website is free to use (even if you did not purchase the textbook) and no registration is required. It does not contain the textbook, but it has practice quizzes, chapter summaries, flashcards, and other helpful materials. I highly recommend you use the practice quizzes on the website to prepare for your quizzes and exams.

Assigned Readings: A schedule of assigned readings can be found on the course schedule of this syllabus. You must read the textbook to do well in this course.

Course Grading: Course grades will be determined by performance on four exams, three homework assignments, 10 quizzes, participation, the completion of a research requirement, and extra credit opportunities.

There are 300 points possible in the course:

Exams	160 points
Quizzes	40 points
Homework assignments	75 points
<u>Participation in Friday sections</u>	<u>25 points</u>
Total	300 points

Grade Distribution: Letter grades will be determined by total points earned in the course. There is no curving of grades in this class and the following cutoffs are fixed (due to the difficulty of this course, these cutoffs are lower than standard letter grade cutoffs). Grades will not be changed for any reason other than a grading error.

270-300	A	234-239	B-	198-203	D+
264-269	A-	228-233	C+	180-197	D
258-263	B+	210-227	C	174-179	D-
240-257	B	204-209	C-	0-173	F

Exams: Each exam will contain 40 multiple-choice questions. Points are earned for correctly answered questions. Exams will be given during the Friday sections. Exam #1 will be given on Friday, February 14, and will cover chapters 1 through 3 and corresponding lectures. Exam #2 will be given on Friday, March 14, and will cover chapters 4, 6, and 7, and corresponding lectures. Exam #3 will be given on Friday, April 11, and will cover chapters 8, 9, and 12, and corresponding lectures. Exam #4 will be given on Friday, May 9, and will cover chapters 13 through 15 and corresponding lectures.

Each exam will be curved by adding points to all students' scores so that the highest obtained score is 40. For example, if the highest obtained score is 38 out of 40, 2 points will be added to all students' scores.

Students may take a makeup exam with 1) a letter signed by a physician certifying that the student was incapacitated at the time of the exam, 2) an official letter indicating that the student's absence was compelled by law, or 3) a letter stating that the student must be away to represent the university (e.g., athletes). Without such documentation, a student will receive a zero on the exam. Make-up exams will be essay format and must be scheduled within two weeks following the regularly scheduled exam.

Weekly Quizzes: On most Fridays at the beginning of class students will take a 10-point quiz. This quiz will cover the material from the current week. Students are responsible for all reading material outlined on the syllabus even if material was not discussed during the lecture. No makeup quizzes will be given for any reason, but the two lowest quiz grades are dropped at the end of the semester.

Psychology 100: Introduction to Psychology Spring 2014

Homework Assignments: The writing requirement for this course will be satisfied with homework assignments. During the semester, there will be 3 writing assignments that will help students to explore psychological topics in more depth. Both content and quality of writing will be graded. Papers will be 850-1000 words in length and instructions will be distributed approximately one week before the homework is due. (See schedule for specific due dates). Assignments are submitted through Turnitin and are due by the start of class. Late assignments will be penalized at 20% per day (penalty starts after the start of class).

Attendance and Participation: Attendance in this class is mandatory. Students can receive up to 25 points for participation in this class. This course emphasizes both written and oral communication skills through formal and informal writing assignments and through class discussion. Regular attendance will provide a foundation for success in this class; however students are also expected to participate in the class in a meaningful way. Students should come to class prepared to discuss the readings, be willing to listen carefully to instructors' and other students' ideas, and be generous in sharing their own insights on the material. Students may miss three days during the semester and not have them count against them.

Research Requirement (HPP): Part of your experience in this class is to learn about how behavioral scientists conduct research and so you are required to participate in research this semester. This participation and the alternative assignment are detailed in the Human Participant Pool (HPP) handout provided to you on the first day of class. This handout is very important and you are responsible for its contents, so make sure to read it soon. You must register in the online HPP system by the fourth week of class, even if you are doing the alternate assignment. Per department policy, failure to register or complete the HPP credit will result in your course grade being lowered by a half step (e.g., A to A-, A- to B+).

CSUSM Academic Honesty Policy: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The university catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. Students will receive zero points for any exam or assignment completed in a dishonest manner and each incident of academic dishonesty must be reported the Office of the Dean of Students.

Students with Disabilities: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with the instructor during his office hours in order to ensure confidentiality. This meeting should occur within the first two weeks of the semester to ensure the necessary accommodations.

Course Schedule (subject to change)

Week	Date		Topic	Reading*
1	1/20	M	Martin Luther King Jr. Day	
	1/22	W	Course introduction	
	1/24	F	Section introduction	
2	1/27	M	Science of psychology	Ch 1
	1/29	W	Research methodology	Ch 2
	1/31	F	Quiz 1	
3	2/3	M	Research methodology	Ch 2
	2/5	W	Biology and behavior	Ch 3
	2/7	F	Quiz 2	

Psychology 100: Introduction to Psychology

Spring 2014

Week	Date		Topic	Reading*
4	2/10	M	Biology and behavior	Ch 3
	2/12	W	Biology and behavior	Ch 3
	2/14	F	Exam 1	
5	2/17	M	Sensation and perception	Ch 4
	2/19	W	Sensation and perception	Ch 4
	2/21	F	Quiz 3	
6	2/24	M	Learning	Ch 6
	2/26	W	Learning	Ch 6
	2/28	F	Quiz 4	
7	3/3	M	Learning	Ch 6
	3/5	W	Attention and memory	Ch 7
	3/7	F	Quiz 5; Homework 1 due	
8	3/10	M	Attention and memory	Ch 7
	3/12	W	Attention and memory	Ch 7
	3/14	F	Exam 2	
9	3/17	M	Thinking and intelligence	Ch 8
	3/19	W	Thinking and intelligence	Ch 8
	3/21	F	Quiz 6	
10	3/24	M	Human development	Ch 9
	3/26	W	Human development	Ch 9
	3/28	F	Quiz 7; Homework 2 due	
SPRING BREAK				
11	4/7	M	Social psychology	Ch 12
	4/9	W	Social psychology	Ch 12
	4/11	F	Exam 3	
12	4/14	M	Personality	Ch 13
	4/16	W	Personality	Ch 13
	4/18	F	Quiz 8	
13	4/21	M	Personality	Ch 13
	4/23	W	Psychological disorders	Ch 14
	4/25	F	Quiz 9	
14	4/28	M	Psychological disorders	Ch 14
	4/30	W	Psychological disorders	Ch 14
	5/2	F	Quiz 10; Homework 3 due	
15	5/5	M	Treatment of disorders	Ch 15
	5/7	W	Treatment of disorders	Ch 15
	5/9	F	Exam 4	

*Readings refer to Gazzaniga, Heatherton, and Halpern (2011).