

General Education Course Proposal

Proposed Course: Psych 10 Introduction to Psychology Units 4
Prefix No. Title

Department: Psychology School: Natural Science

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D_X___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course X; New Course___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Not open to students with more than 6 units in Psychology.
Introduction to Psychology as an empirical science; application of psychology to such major social issues as education, work, and the legal system; human behavior in cross-cultural perspective.

Enrollment limit per section: 35-248 depending upon room size; average class size
Expected number of sections per semester – Year 1___; **Year 3**___ approx. 180

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 12/3/98
Department Chair Date

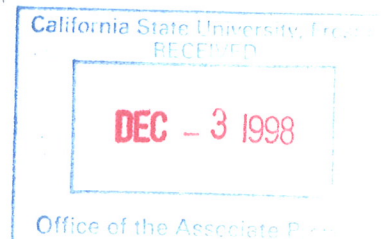
School Curriculum Committee Date

School Dean Date

General Education Subcommittee Date

[Signature]
Associate Provost Date

1/14/98



GE specifications for D	Common content topics covered in this course	Example readings	Total % time
<i>Introduce students to methodologies and analytical concepts necessary to evaluate society today</i>	Correlational and experimental research methods	Ch. 1 WW Ch. 2, 3 JB	7%
<i>...promote more effective participation in the human community</i>	Classical and operant conditioning Memory Intelligence Motivation Psychological disorders Problem solving and creativity Relationships Families	Ch. 5 WW Ch. 22 LM Ch. 6 JB Ch. 6 WW Ch. 20 LM Ch. 7 WW Ch. 23 LM Ch. 8 WW Ch. 28 LM Ch. 14 WW Ch. 41,42 LM Ch. 9 JB Ch. 7 JB Ch. 10 JB Ch. 11 JB	17%
<i>Study the influence of major social...forces on societal behavior and institutions</i>	Intelligence testing and its role in society Individual motivation and social welfare Social costs of mental disorders Social cognition Stereotypes and prejudice Social influence Authority and obedience	S#4 Ch. 17 WW S#5 S#6 Ch. 16 WW Ch. 16 WW Ch. 12,29 LM Ch. 16 WW Ch. 24,25 LM Ch. 12,13 JB S#7,#8	21%
<i>Study the influence of major cultural...forces on societal behavior and institutions</i>	<see cross-cultural section below>		

<i>Study the influence of major economic...forces on societal behavior and institutions</i>	Economic costs of mental disorders Industrial/organizational psychology	S#6 Ch. 17 WW	4%
<i>Study the influence of major political...forces on societal behavior and institutions</i>	Politics and mental disorders Forensic psychology	S#6 Ch. 17 WW S#9	4%
<i>Provide an understanding of different cultures and ethnic diversity</i>	Cross-cultural research methods Nature and nurture Conditioning and the shaping of societies Collective and institutional memory	Ch. 1,2,3 LM Ch. 19 LM S#1 S#2 S#3	17%

WW = Wood & Wood (1996)

JB = Jones & Basden (1996)

LM = Lonner & Malpass (1994)

S# = Supplemental reading #

Department of Psychology
California State University, Fresno

Psychology 10
Introduction to Psychology

General Description

Psychology 10 provides a broad introduction to the psychological methods, concepts, and theories that are the foundation of understanding human social behavior. The course has two emphases. The first is the application of psychology to important issues in major social domains like education, work, the legal system, public policy, war and peace, and so forth. The second emphasis is on human behavior in cross-cultural perspective. Topics to be covered include research methods, cross-cultural variation, biological bases of behavior, learning, memory, and intelligence, motivation, abnormal behavior, and social thought and influence.

Note that many people confuse the discipline of scientific psychology with the practice of clinical psychology. The latter concerns the diagnosis and treatment of psychological disorders and other approaches to personal growth and development (e.g., to raise one's self-esteem or become more assertive). Psychology 10 is NOT about the practice of clinical psychology. Instead, it is about general principles of human behavior that allow one to understand, and therefore reason more clearly about, important social phenomena.

Instructor

To be determined.

Meeting Time and Place

To be determined.

Required Textbooks

Wood, S.E., & Wood, E.G. (1996). The world of psychology. Boston: Allyn and Bacon.

This is a comprehensive textbook that emphasizes psychology as a social science, with extensive and integrated coverage of cross-cultural psychology.

Lonner, W.J., & Malpass, R. (1994). Psychology and culture. Boston: Allyn and Bacon.

This is a popular supplemental textbook that introduces the field of cross-cultural psychology and presents research on cross-cultural variation in the most important domains of human behavior.

Required Supplemental Readings

The following required supplemental readings--listed in the order that you will read them--can be found at the Reserve Desk of Madden Library.

1. Mack, K.J. (1996). Nature, nurture, brains, and behavior. In K.G. Duffy (Ed.), Annual editions: Psychology. New York: Dushkin.
2. Skinner, B. F. (1991). Why we are not acting to save the world. In I. Waris et al. (Eds.), Human behavior in today's world. New York: Praeger.
3. Baumeister, R.F., & Hastings, S. (1997). Distortions of collective memory: How groups flatter and deceive themselves. In J.W. Pennebaker et al. (Eds.), Collective memory of political events: Social psychological perspectives. Manwah, NJ: Erlbaum
4. Cernovsky, Z.Z. (1997). A critical look at intelligence research. In D. Fox et al. (Eds.), Critical psychology: An introduction. London: Sage.
5. Glance, N.S., & Huberman, B.A. (1994, March). The dynamics of social dilemmas. Scientific American, 76-81.
6. Olfson, M.G., Gorman, J., & Pardes, H. (1995). Investing in mental health research. Journal of Nervous and Mental Disease, 183, 421-424.
7. Milgram, S. (1963). Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, 371-378.
8. Rochat, F., & Modigliani, A. (1995). The ordinary quality of resistance: From Milgram's laboratory to the village of Le Chambon. Journal of Social Issues, 51, 195-210.

9. Blackburn, R. (1996). What is forensic psychology? Legal and Criminology Psychology, 1, 3-16.

Laboratory Sections

You must register separately for one of the many available lab sections of Psychology 10. See the Schedule of Courses for details. These lab sections meet once each week for two hours for you to discuss and demonstrate many of the more important concepts you will be learning about.

Course Requirements and Grading

Three-fourths of your grade in Psychology 10 will be based on your performance on three midterm exams, a comprehensive final exam, and a five-page term paper. The remaining one-fourth of your final grade will be based on your lab section performance.

Research Requirement

Your lab grade depends in part on your completing five "research units." There are two ways to complete a research unit. The first is to participate in one hour of psychological research conducted by faculty and graduate students in the Department of Psychology here at Fresno State. The second is to write a short critique of a published psychological research report. Complete details will be provided in your lab section.

Course Outline

Note that we will cover essentially two major topics each week. The first is usually one of the major sub-fields of contemporary scientific psychology (e.g., learning, social cognition) and the second is often an application of that sub-field to an important social, political, or economic issue. The cross-cultural emphasis of the course is explicitly addressed first during Week 3 and is then incorporated throughout. The readings for each topic are indicated in parentheses after the topic. "WW" indicates a reading from the primary textbook by Wood and Wood (1996) and "LM" indicates a reading from the supplemental textbook by Lonner and Malpass (1994). The readings listed as "Supplemental" come from the list of supplemental readings above and are available at the Reserve Desk of Madden Library. ("Supplemental 1" refers to the first reading in the list, "Supplemental 2" refers to the second reading in the list, and so on.)

Week 1: Introduction to Psychology

Introduction to the Course (WW, Preface)
The Discipline of Psychology (WW, Ch. 1, pp. 1-5, 21-35)

Week 2: Research Methods

Correlational Research Methods (WW, Ch. 1, pp. 8-14)
Experimental Research Methods (WW, Ch. 1, pp. 14-21)

Week 3: Psychology in Cross-Cultural Perspective

Culture and its Role in Psychology (LM, Chs. 1-3)
Cross-Cultural Research Methods

Week 4: Biology and Behavior

Structure and Function of the Nervous System (WW, Ch. 2, pp. 39-74)
Nature and Nurture (LM, Ch. 19, Supplemental 1)

Week 5: Catch-Up, Review, and Midterm Exam 1

Week 6: Learning

Classical and Operant Conditioning (WW, Ch. 5, pp. 163-193; LM, Ch. 22)
Conditioning and the Shaping of Societies (Supplemental 2)

Week 7: Memory

Individual Memory (WW, Ch. 6, pp. 203-231; LM, Ch. 20)
Collective and Institutional Memory (Supplemental 3)

Course Outline, continued

Week 8: Intelligence

The Nature of Human Intelligence (WW, Ch. 7, pp. 243-260; LM, Ch. 23)
Intelligence Testing and its Role in Society (Supplemental 4)

Week 9: Motivation

Principles of Human Motivation (WW, Ch. 359-378; LM, Ch. 28)
Individual Motivation and Social Welfare (WW, Ch. 17, 642-644; Supplemental 5)

Week 10: Catch-Up, Review, and Exam 2

Week 11: Disorders and Therapy

Psychological Disorders (WW, Ch. 14, pp. 509-543; LM, Chs. 41-42)
The Social Costs of Mental Disorders (Supplemental 6)

Week 12: Social Psychology

Principles of Social Cognition (WW, Ch. 16, pp. 584-587, 600-602)
Stereotypes and Prejudice (WW, Ch. 16, pp. 604-611; LM, Chs. 12, 29)

Week 13: Social Influence

Principles of Social Influence (WW, Ch. 16, pp. 592-600, 611-618; LM, Chs. 24-25)
Authority, Obedience, and "Just Following Orders"
(Supplemental 7 and 8)

Week 14: Additional Applications

Forensic Psychology and Implications for the Legal System
(WW, Ch. 17, pp. 638-640; Supplemental 9)
Industrial/Organizational Psychology: (WW, Ch. 17, pp. 623-631)

Week 15: Catch-Up, Review, and Midterm Exam 3

Finals Week: Final Exam; Term Paper Due

**PSYCHOLOGY 10
INTRODUCTION TO PSYCHOLOGY
LABORATORY**

Fall 1998

INSTRUCTOR:

OFFICE HOURS:

OFFICE NUMBER: PHS 225

OFFICE PHONE: 278-3218

CLASS DAY AND TIME:

CLASS LOCATION: PHS 114/118

UNITS: 0

COURSE DESCRIPTION:

Psychology 10 is designed to introduce students to the field of psychology, and is comprised of both a lecture and a laboratory component. The purpose of the laboratory is to provide concrete examples of concepts introduced in lecture, and to allow time to discuss and more deeply understand those concepts.

PREREQUISITES:

Students **MUST** be concurrently enrolled in a lecture component of Psychology 10.

REQUIRED READINGS:

Jones, C. & Basden, B., (1996). Laboratory experiences in introductory psychology. Dubuque, Iowa: Kendall/Hunt.

LABORATORY ATTENDANCE:

Students are required to attend laboratory. In the event of illness/etc., students may attend another section, but should collect an "ALTERNATE SECTION ATTENDANCE" card signed by the TA who led the alternate section, and give that card to their own TA. Students may make-up TWO sections (excluding holiday shifts -- see below) ONLY. Note that alternate section TAs may restrict access to laboratories -- this would most likely occur in Friday laboratories. Students attempting to make-up more than TWO sections will lose participation points for laboratories.

[NOTE TO STUDENTS WITH A LABORATORY FALLING ON A HOLIDAY: In the event that a laboratory session falls on a holiday, students must attend another section that fits their schedule. After making-up this laboratory, students should collect an "ALTERNATE SECTION ATTENDANCE" card signed by the TA who led the alternate section, and give that card to their own TA.]

STUDENT EVALUATIONS:

Students' final grades in Psychology 10 will be determined jointly by their lecture and laboratory performance. Laboratory points comprise one-fourth of the final grade in Psychology 10.

In laboratory, students will be evaluated on the basis of participation in 14 laboratories (5 points per laboratory), performance on 3 quizzes (15 points per quiz), performance on 12 journal entries (10 points per entry), and completion of 5 research units.

The laboratory is worth a total of 235 points. Earned points will be converted to a percentage and reported to students' Psychology 10 lecture instructors at the end of the semester.

LABORATORY PARTICIPATION

Participation points are earned by attending laboratory, and by completing all in-laboratory assignments.

QUIZZES

Each of the three quizzes will be in-laboratory multiple choice exams.

JOURNAL ENTRY ASSIGNMENTS

After each week's laboratory, with the exception of the first and last laboratory, students answer the journal entry question given either in class and/or in their laboratory manual. Each journal entry should be legible and clearly written. Journal entries must be at least one page, and no longer than two pages long. Each journal entry is worth up to 10 points. Late journal entries will be penalized two points per day late, with points ranging from 0 to 10.

Journal entries are graded by TAs using the following scheme:

- 10 POINTS = Answers entire question; incorporates both lab material and personal experience or original opinion; gives specific details and/or examples; very few errors in grammar, spelling, or organization
- 8 POINTS = Gives either only lab material or only personal experience -- does not combine both, but provides good examples showing understanding OR answers entire question incorporating laboratory and personal experience, but gives little detail; leaves out specific examples, or contains minor errors ; few errors in grammar, spelling, or organization
- 6 POINTS = Gives either only lab material or only personal experience -- does not combine both, but provides good examples showing understanding OR answers entire question incorporating lab and personal experience, but gives little detail; leaves out specific examples, or contains minor errors; a fair number of errors in grammar, spelling, or organization
- 4 POINTS = Attempt is made to give either personal experience or explanation of lab, but is an incomplete answer or contains incorrect terms or concepts; a fair number of error in grammar, spelling, and organization
- 2 POINTS = Attempt is made to address the question, but not enough is written about lab concepts to verify understanding; gives no detail or no personal experience; many errors in grammar, spelling, and organization

Students may rewrite their journal entries, as many times as desired, to collect additional points. Deadlines for resubmission are below.

Journal entries for laboratories

Last date to submit rewrite

2 - 5
6 - 9
10-13

October 16
November 13
December 11

RESEARCH UNITS

Students are required to complete five research units during the course of the semester. A research unit may be earned by either (1) participating in a non-laboratory research project or by (2) writing a research critique.

To earn a research unit by **participating in a non-laboratory research project**, follow the procedure below:

1. Check the sign-up sheets in the Psychology/Human Services Building (PHS), outside rooms 114 and 118.
2. Sign-up for a project that fits your schedule. Be sure to make a note of the time and place of the experiment, and the phone number of the experimenter, in case you need to cancel.
3. Attend and **be on time** for your experiment. Participate seriously and completely, but also be aware that you are not obliged to complete the experiment if you feel uncomfortable in any way. Failure to attend an experiment will result in a -1 research unit. Tardiness may also result in a -1 research unit. If you receive a -1 research unit, you will have to complete an additional research unit to reach your total of 5 research units.
4. Collect a "PSYCHOLOGY 10 EXPERIMENT CREDIT" card. Keep the top green copy for your own records.
5. Give the bottom yellow copy of the "PSYCHOLOGY 10 EXPERIMENT CREDIT" card to your TA either personally in laboratory session or during office hours, or by writing the name of your TA on the card, and dropping the card in the Psychology department's mail slot.
6. Keep track of the number of research credits you have accumulated, taking note of the suggested time lines for participation.

To earn a research unit by **writing a research critique**, follow the procedure below:

1. Examine the list of journals, given below, and select journal titles that seem of interest to you.

American Psychologist
Developmental Psychology
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Comparative Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Educational Psychology
Journal of Experimental Psychology: Animal Behavior Processes
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Human Perception and Performance
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Personality and Social Psychology
Psychological Review
Psychological Science
Psychology and Aging

2. Examine the current issues of these journals in the current periodicals section of the library (psychology section), and select an article within one of those journal issues to critique. Note you must critique a CURRENT (e.g., this year or last year) research article published in one of the journals listed.
3. Write a two to three page paper following the outline given below.
 - a) Reference: Attach a copy of the article you have read.
 - b) Area in Psychology: Describe the general area of psychology being investigated (e.g., memory, family processes, health psychology)
 - c) Research Question: Describe the general research question being investigated.
 - d) Methodology: Briefly describe the type of research participants (e.g., rats, college students, five-year-old children), the number of participants, and how the participants were studied (e.g., given questionnaires, observed, videotaped).
 - e) Critique of methodology: Critique possible study confounds (e.g., describe reasons why the obtained results could possibly be due to effects other than the hypothesized effects).
 - f) Results: Briefly describe the results obtained from the study.
 - g) Discussion: Briefly discuss the study's results, and describe a future study that might be useful in the general area of psychology being studied.

4. Students must address each of the points above to receive 1 research unit. Students may rewrite their critique once, if necessary. Give your completed paper to your TA either personally in laboratory session or during office hours, or by writing the name of your TA on the paper, and dropping the paper in the Psychology department's mail slot.

For each missing research unit, a number of percentage points will be subtracted from the final percentage earned in laboratory. For example, a student earning a lab percentage of 89% with 1 missing research unit, will earn a final lab percentage of 64%.

Number of missing research units	Percent points subtracted
1	25
2	35
3	45
4	55
5	65

IMPORTANT NOTE:

Students must work independently on all out-of-class assignments, including journal entries and research critiques. If two students are found cheating or plagiarizing (e.g., if two students turn in identical or nearly identical journal entries), BOTH students will lose twice the maximum number of points they could have earned on the assignment (e.g., both students will receive -20 points).

TOPIC OUTLINE:

<u>Week</u>	<u>Laboratory</u>	<u>Readings</u>
LAB #1 August 24-28	What is Psychology I?	p. 14
LAB #2 August 31-September 4	Scientific Methods in Psychology I	p. 5-16
LAB #3 September 8-11	Scientific Methods in Psychology II Research Unit #1 obtained*	p. 17-36
LAB #4 September 14-18	Biological Bases of Behavior	p. 37-46
LAB #5 September 21-25	Perception	p. 47-54
LAB #6 September 28-October 2	Learning and Memory Research Unit #2 obtained* Quiz 1	p. 55-66
LAB #7 October 5-9	Problem Solving and Creativity	p. 67-74
LAB #8 October 12-16	Personality	p. 75-84
Lab #9 October 19-23	Psychological Disorders and Therapies Research Unit #3 obtained*	p. 85-96
LAB #10 October 26-30	Relationships Quiz 2	p. 97-110
LAB #11 November 2-6	Families	p. 111-118

<u>Week</u>	<u>Laboratory</u>	<u>Readings</u>
LAB #12 November 9-13	Group Processes Research Unit #4 obtained*	p. 119-128
LAB #13 November 16-20	Social Influences	p. 129-136
November 23-24	No Laboratories	
LAB #14 November 30-December 4	What is Psychology II? Research Unit #5 obtained Quiz 3	P. 137-140

*Dates for obtaining research units are suggestions, not requirements.