**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** PSY101 General Psychology

**Home Department:** Psychological Science

**Department Chair Name and Contact Information** (phone, email): Adam Prus, x2941, aprus@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? **YES** ~~IN PROGRESS~~

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

PSY101 General Psychology provides an introduction to the field of psychology. Topics covered in this course include physiological psychology, developmental psychology, personality psychology, cognitive psychology, social psychology, mental illness, and treatments for mental illness. The course provides an overview of research methods in the field of psychology, but does not cover these topics to the extent found in PSY100 Introduction to Psychological Science. Unlike PSY100, PSY101 General Psychology does not have a laboratory experience. Moreover, PSY100 provides a greater emphasis on physiological psychology.

The course learning objectives are:

1. Demonstrate basic knowledge of theoretical underpinnings of the major areas of psychology including cognition (thought, memory, perception), learning, personality, social and environmental influences, development, and physiology of behavior

a. Assessed by chapter quizzes and exams; assessed from class discussions

2. Apply knowledge of Psychology by through exercises and discussion

a. Assessed by reading and video assignments; assessed from class discussions

3. Recognize scientific ways of pursuing questions in Psychology

a. Assessed by responses to readings and videos; assessed from class discussions

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

**Evidence**

Students will be taught differences between non-scientific and scientific sources of information.

**Integrate**

Students will learn how modern theories in psychology are drawn from multiple foundation areas of the field, including social psychology, physiological psychology, social psychology, and developmental psychology.

**Evaluate**

Students will learn to consider different viewpoints on behavior according to different areas of the field and attempt to determine which areas provide the most comprehensive explanations for particular types of behavior.

**Analysis of Society (Analysis of social issues, structures and processes or events)**

The majority of the course concerns the interactions of people with others and these behavioral interactions are housed within the structure of formalized areas within the field (e.g., developmental psychology, social psychology, abnormal psychology).

**Ethical Issues (Addressing ethical issues in society)**

As psychological studies are conducted in animals and humans, ethical considerations are inherent in most topics in this course. The unit on social psychology especially touches on these issues in society by discussing studies that attempted to understand human cruelty (e.g., Milgram, Zimbardo), aggression towards those different than oneself, and other important societal concerns. The course discusses the ethical review process for proposals to conduct research in humans or animals.

**Development and context of society (Explore themes in the development of human society)**

Topics specific to multicultural differences are covered in each unit of the course, including human development, theories of personality, abnormal psychology, social psychology, and health psychology. Differences are considered in the context of cultural perspectives and the basis of these perspectives. The courses also includes coverage on how groups develop negative stereotypes, such as racism.

C. Describe the target audience (level, student groups, etc.)

The course is designed for 1st year students.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

PSY101 General Psychology is used as an alternative to PSY100 Introduction to Psychological Science as a prerequisite for upper division psychology courses. PSY101 counts as a repeat of PSY100 (and vice versa), if both courses are taken.

E. Provide any other information that may be relevant to the review of the course by GEC

The course will be similar in structure and content coverage as introduction to psychology courses taught at 2 year colleges and many 4 year colleges. As such, a student who transfers an introduction to psychology class to NMU can have the course count as PSY101 General Psychology.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type:** Selected questions from course exams will be used to evaluate the “evidence” dimension of this learning outcome. An example of a question used in a course exam before is:Alex must write a report for his psychology class, and his course instructor requires references to scientific sources for any facts Alex states in the paper. Alex stated that HM received memory impairments due to the surgical removal of parts of the hippocampus. Which of the following would be appropriate scientific sources to support this statement? (select all that are appropriate)a. blog series titled “Experts on the Brain”b. facts presented on the National Institutes of Health US Government websitec. peer-reviewed journal articled. article posted in the Mining Journal newspapere. an online wiki site, like Wikipediaf. a regular class lecture given by the psychology course’s instructor **Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor. **Expected success:** Instructors will identify items from these exams that address the “evidence” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on these items. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type:** Selected questions from course exams will be used to evaluate the “integrate” dimension of this learning outcome. All lecture instructors will select exam questions that evaluate how well students use critical thinking to integrate and analyze evidence. An example of a question used in a course exam before is:Rebecca learned in her Child Psychology class that, according to Erik Erickson, adolescents struggle with finding their identity. Until an individual does so, the person does not progress well into the expectations associated with young adulthood. Which of the following other findings and theories related to the adolescent stage of development also helps to account with this identity struggle? Choose all that apply.1. The brain’s frontal does not fully develop until age 20 – 22.
2. Moral decision making more often includes abstract principles and considerations of the value of life.
3. Adolescents join in friend groups and tend to share similar ideas, interests, and behaviors with other members of the group
4. Temperament is found to be malleable and its ever changing nature directly influences decision making during adolescence
5. Failing to meet the demands of school and other tasks can negatively impact one’s self-esteem.

**Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor. **Expected success:** Instructors will identify items from these exams that address the “integrate” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on these items.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Type:** Selected questions from course exams will be used to evaluate the “evaluate” dimension of this learning outcome. All lecture instructors will select exam questions that evaluate how well students evaluate the quality of information and develop reasonable conclusions from information. An example of a question used for this dimension:A positive correlation was found between the rate of obesity reported in a particular neighborhood and the number of outdoor billboards/signs advertising food and non-alcoholic beverages in that same neighborhood (Lesser, et al., 2013). From this finding, it would be reasonable to conclude that … (select all that apply).a. obesity causes an increase in food and beverage billboards/signsb. there is no causal relationship between the billboards/signs and obesityc. neighborhoods with more billboards/signs have higher levels of obesityd. food and beverage billboards/signs cause obesity**Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor.**Expected success:** Instructors will identify items from these exams and reports that address the “evaluate” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on these items. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | **Type:** Selected questions from course exams will be used to evaluate the “analysis of society” dimension of this learning outcome. All lecture instructors will select exam questions that evaluate how well students apply psychological theories to social issues, structures and processes or events.An example of a question for this dimension is:Describe three similarities between the incident at Abu Ghraib and Zimbardo’s Stanford Prison experiment. What do the findings from Zimbardo’s study inform us about the behavior of the soldiers at Abu Ghraib?**Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor.**Expected success:** Instructors will identify items from these exams and reports that address the “analysis of society” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on a rubric that gauges the accuracy and depth of the analysis students use to answer this or similar questions. |
| **Ethical Issues** | Addressing ethical issues in society | **Type:** Selected questions from course exams will be used to evaluate the “addressing ethical issues in society” dimension. All lecture instructors will select exam questions that evaluate how well students apply psychological theories to ethical issues in society.An example of a question for this dimension is:The Tuskegee experiments specifically targeted African American men and withheld treatment for those in the study with syphilis. Provide supported reasons why an Institutional Review Board considering the ethics of a proposal to conduct this study would prohibit it today. **Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor.**Expected success:** Instructors will identify items from these exams and reports that address the “ethical issues in society” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on a rubric that gauges the accuracy and depth of the analysis students use to answer this or similar questions. |
| **Development and context of society** | Explore themes in the development of human society | **Type:** Selected questions from course exams will be used to evaluate the “development and context of society” dimension. All lecture instructors will select exam questions that evaluate how well students apply psychological theories to ethical issues in society.An example of a question for this dimension is:By drawing on concepts from cognitive psychology and social psychology, provide supported reasons why negative stereotypes (e.g., racism) occurs. Provide at least one suggestion, based on theories or findings presented in this class, of an intervention to reduce one’s negative stereotypes of others.**Frequency:** The number of exams used for the course might range from 2-4 per semester depending on the instructor.**Expected success:** Instructors will identify items from these exams and reports that address the “development and context of society” dimension for this learning outcome. We expect 70% of students to be rated as “proficient” on a rubric that gauges the accuracy and depth of the analysis students use to answer this or similar questions. |

***PY101 General Psychology Fall 2019***

Instructor: ?

Office: ? Office Hours: ?

# Course Overview

Psychology is the study of the mind. Mental processes include many things, such as emotion, thinking, consciousness, and memory. The field of psychology has learned about the mind through scientific research, and through this work, many different areas within psychology have emerged. For example, developmental psychology assesses the differences (and similarities) of human behavior at different stages of one’s life. Social psychologists note the unique and predictable ways that humans behavior when part of group. Biological psychologists attempt to link nervous system function to human behavior. Psychology is a rich and fascinating field, and this course gives you the opportunity to learn a bit about each area, including theoretical foundations and ways this information can be applied. The scientific study of psychology separates this field from casual or unproven claims about why we do the things we do. To this extent, an important to learn to evaluate evidence as scientific versus non-scientific evidence.

The specific course objectives are:

1. Demonstrate basic knowledge of theoretical underpinnings of the major areas of psychology including cognition (thought, memory, perception), learning, personality, social and environmental influences, development, and physiology of behavior
	1. Assessed by chapter quizzes and exams; assessed from class discussions
2. Apply knowledge of Psychology by through exercises and discussion
	1. Assessed by reading and video assignments; assessed from class discussions
3. Recognize scientific ways of pursuing questions in Psychology
	1. Assessed by responses to readings and videos; assessed from class discussions

# Course Materials

Textbooks (required): Hockenbury, S.E., Nolan, S.A., & Hockenbury, D.H. (2016) *Discovering psychology (*7th ed.). New York, NY: Worth Publishers.

EduCat (required): The online learning system used by NMU. You will need to access this for retrieving course content, taking quizzes/exams, turning in assignments, engaging in class discussion, accessing assigned readings/videos. NOTE: This particular offering is for an online version of PSY101, which will be offered in fall 2019.

# Course Evaluation

Quizzes and exams make up 75% of the final course grade. The remaining 25% of the final course grade is derived from assignments and participating in discussions.

Final grading scale:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Percentage** | **Grade** | **Percentage** | **Grade** | **Percentage** |  |  |
|  |  | B+ | 86.6% | C+ | 76.6% | D+ | 66.6% |
| A | 93.3% | B | 83.3% | C | 73.3% | D | 63.3% |
| A- | 90.0% | B-` | 80.0% | C- | 70% | D- | 60% |
|  |  |  |  |  |  | F | <60% |

Assessments

Chapter quizzes: There will be a weekly chapter quiz taken on EduCat. Read the commentary posted on EduCat for each chapter to learn about material to focus on while studying for these quizzes. There are 14 quizzes for this class, and the lowest quiz grade will be dropped. (25% of final course grade)

Exams: A cumulative mid-term and final exam will be given. The exams will be based on the study guides provided. (50% of final course grade)

Assignments: The grades earned for assignments will make up 15% of the final course grade.

Assignment details will be provided on EduCat.

Discussions: During the course, your instructor will post forums and topics related to a reading or video. You must participate in discussions and offer informed opinions to earn full points for participation. Details on the expectations for each discussion will be provided on the forum on EduCat. (10% of the final course grade)

# Course Policies

Academic Misconduct: Students should be aware of NMU policy on academic misconduct (including cheating, plagiarism, and other matters) that is listed in the student code, found here: <http://www.nmu.edu/studenthandbook>. I expect quizzes, exams, and assignments to be completed on your own.

Check Educat Daily: The class will not have a regular meeting time, but you are expected to check EduCat on a daily basis to look for updates, postings, etc.

Late or missing quiz/exam/assignments:

A quiz deadline will only be adjusted for university-approved activities (although, see Excused Absences above), and I must be notified about the event in advance. Keep in mind that the quizzes are available to take any time up until the due date via EduCat. You are required to have a properly functioning computer with reliable internet access. Computer and internet issues will not be considered valid excuses for missing quizzes, exams, or assignments.

# ADA Statement

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.