

General Psychology (10am)

Fall 2006



Instructor Information

Dr. Patricia A. Marsh

pmarsh@cmsu.edu

<http://webpages.charter.net/drpmars>

(660) 543-8911

Lovinger 1143

Office Hours:

MW 2 – 3 p.m.

TR 9 – 10:30 a.m. & 3:30 – 4:30 p.m.

Walk-ins are acceptable and individual appointments are available upon request. If a conflict arises on a particular day, the office hour(s) will be adjusted and posted on my office door.

Graduate

Ms. CariAnn Bergner

Assistant:

cmb31210@cmsu2.cmsu.edu

Office:

Lovinger 1011

Office Hours:

M 1 – 2pm

T 1 – 2pm

W 11am – 12pm & 1 – 2pm

Th 1 – 2pm

Course Information

PSY1100-08

CRN# 12845

MWF 10 – 10:50 a.m.

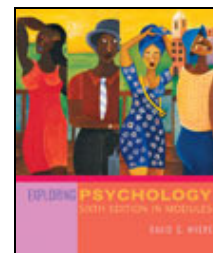
Lovinger 1290

3 credit hour course

Textbook: Exploring Psychology (6th edition in modules) by David Myers.

Study guides: Provided within the Blackboard system

Miscellaneous supplies such as testing materials may be required and will be described in the class.



Course Description

“PSY 1100 General Psychology (3) A general introduction to the science of behavior, surveying the broad field of psychology and the methods of investigation” (CMSU 2006 Undergraduate Catalog).

Course Purpose & Goals

The purposes of this course, through the actions of the instructors, are to: (1) assist students with thinking critically about the field of psychology, its methodologies and theories; (2) help students to reflect on their own learning; (3) provide opportunities for students to develop a deeper understanding of their own lives and goals by applying psychological principles (e.g., understanding the connection between thoughts and responses to stress); (4) provide students with information, discussions, assignments, quizzes and exams that will help students to develop a deeper understanding of the field of psychology; and (5) help students to develop several General Education competencies, such as general problem solving and communication skills, effective use of technology, and the ability to evaluate scientific evidence.

Course Objectives

See Psychology department learning outcomes and General Education Competencies at the end of the syllabus.

Grade Philosophy

The course grade will reflect your mastery of the material rather than your relative position in the class, therefore curving of exams and final grades will not be a regular occurrence (i.e., student grades will not be forced into a bell/normal curve). I do reserve the right to shift the grade on an assignment, quiz, or exam, if a significant issue arises. Hence, everyone in this course has the opportunity to earn an “A.” Having the **opportunity** to earn an “A” does not guarantee that everyone will earn an “A.” The recommendations below will assist your efforts with earning your course grade.

Ways to Facilitate Your Learning

1. Read the text.
2. Regularly attend class.
3. Ask questions when things are unclear or confusing.
4. Actively participate in class discussions and group activities.
5. Utilize the study guides designed for each chapter.
6. Create meaningful connections between the course material to real life situations. **Simply memorizing course material will NOT be sufficient to perform well in this course.**

Student Evaluations

Course grades will be assigned by the number of **points earned** in the class.

A = 522 – 580+

B = 464 – 521

C = 406 – 463

D = 348 – 405

F < 348

Assignment	Description	Point Value	Total Points
<i>Group Activities</i>	There will be six group activities throughout the semester. The lowest score will be dropped.	5 * 10pts	50
<i>Quizzes</i>	There will be 14 regular and 6 extra/replacement quizzes. The top 14 quiz scores will be applied to your final grade. Quizzes will be posted and graded online through the Blackboard system. Because of the availability of extra/replacement quizzes, there are <u>no makeup quizzes.</u>	14 * 10pts	140
<i>Exams</i>	Exams are based on material covered in class and the textbook. Each exam is a combination of the following possible question formats: multiple choice, short answer, short essay, fill-in-the-blank, T/F, and/or matching. <u>I reserve the right to keep the exams.</u> If you miss an exam, you will have the opportunity to take a makeup version 1-2 days later <i>OR</i> on the day of the final.	#1 (50pts) #2 (75pts) #3 (100pts) #4 (125pts)	350
	Please note that you will need to bring a number-two pencil and blue scantron answer sheet (form NT-4521) to each exam.		
<i>Papers</i>	1 st) Classic Dialogue: Was Stanley Milgram’s study of obedience unethical? 2 nd) Does the Internet have psychological benefit?	1 * 10pts 1 * 30pts	40
<i>Extra Credit</i>	You have the opportunity to participate in research studies for extra credit or writing reaction papers. (See Extra Credit Guidelines for more details).	Up to 20pts	
Total Points			580

Course Outline

Changes and updates will be presented in class. Talk to a classmate for announcements and updates, if you missed a class. Please note that I reserve the right to make adjustments in the syllabus.

Day	Date	Module	Topic(s)	Notes
W	8/23	1	Introduction; review syllabus History and Scope of Psychology	
F	8/25	1	History and Scope of Psychology	Discuss group roles Access Blackboard
M	8/28	2	Research Strategies	
W	8/30	2		
F	9/1	2		Group Exercise #1
M	9/4		Labor Day (no classes)	
W	9/6	15	Waking & Sleeping Rhythms	
F	9/8	15		Group Exercise #2
M	9/11	17	Drugs & Consciousness	
W	9/13	21	Information Processing	
F	9/15	22	Forgetting, Memory Construction, and Improving Memory	
M	9/18	22		
W	9/20	23	Thinking	Due: First Paper
		25	Intelligence	
F	9/22	25		
M	9/25		Exam 1 – Modules: 1, 2, 15, 17, 21 – 23, & 25	
W	9/27	18	Classical Conditioning	
F	9/29	19	Operant Conditioning	Group Exercise #3
M	10/2	20	Learning by Observation	
W	10/4	43	Social Thinking	
F	10/6	44	Social Influence	
M	10/9	45	Social Relations	Group Exercise #4
W	10/11	8	Infancy and Childhood	
F	10/13	9	Adolescence	
M	10/16	10	Adulthood	
W	10/18		Online mini-exam: Modules 8, 9, & 10 Exam 2 – Modules: 18 – 20, 43 – 45	

F	10/20		Mid-semester Break (no classes)	
M	10/23	3	Neural and Hormonal Systems	
W	10/25	3		
F	10/27	3 4	The Brain	Due: Second Paper
M	10/30	5	Nature of Behavior	
W	11/1	6	Nurture of Behavior and the Interplay of Nature and Nurture	
F	11/3	6 7	Development Issues, Prenatal Dev., and the Newborn	
M	11/6	29	Theories and Physiology of Emotion	
W	11/8	29 30	Expressed and Experienced Emotion	
F	11/10	31	Stress & Illness	Group Exercise #5
M	11/13	31		
W	11/15	32	Promoting Health	
F	11/17		Exam 3 – Modules: 3 – 7, 29 – 32	
M	11/20	33	Historic Perspective on Personality	
W-F	11/22 11/24		Thanksgiving Break (no classes)	
M	11/27	34	Contemporary Perspectives on Personality	
W	11/29	34 36	Introduction to Psychology Disorders	
F	12/1	37 38	Anxiety, Dissociative, and Personality Disorders Mood Disorders	
M	12/4	39	Schizophrenia	Group Exercise #6
W	12/6	40	Psychological Therapies	
F	12/8	42	Biomedical Therapies	
W	12/13		Exam #4 (Final) Modules: 33, 34, 36, 37, 38, 39, 40 and 42	8 a.m. Exam

Paper Assignments

There are two short paper assignments in this class. Each paper is to be **TYPED**, double spaced, 12-point font with 1" margins. The papers are to be 2-3 pages long and stapled. Each assignment is based on a required reading placed on reserve through the library.

- The **1st paper (due Wednesday, September 20th)** addresses the question, "Classical Dialogue: Was Stanley Milgram's study of obedience unethical?"
- The **2nd paper (due Friday, October 27th)** addresses the question, "Does the Internet have psychological benefits?"

Include a cover page for each paper with the following information:

- **YOUR FIRST & LAST NAME**
- **INSTRUCTOR'S NAME (e.g., Dr. Marsh)**
- **COURSE NAME & SECTION NUMBER**

Directions

The first paper is worth ten (10) points and the second paper is worth thirty (30) points. It is recommended that you use the evaluation/feedback from the first paper to improve upon your second paper. For each paper you must complete a reading that presents two sides of a psychological issue. Each paper requires that you critically evaluate the issue and **write a coherent response to the following six (6) questions:**

1. What am I being asked to believe or accept (i.e., what arguments are being made)?
2. What evidence is available to support each side of the argument? (describe evidence presented by both sides)
3. Can the evidence that has been provided by each side be interpreted another way (i.e., how else might the evidence presented by both the "yes" and the "no" side be interpreted)?
4. What further evidence or information would help me to evaluate the two sides to the argument (i.e., what else do you need to know to help you make a decision regarding which side seems most reasonable)?
5. What conclusions appear to be most reasonable? (explain your viewpoint)
6. What values are most consistent with my position? (explain how your values relate to your position on the issue)

Late papers will be reduced in value by four (4) points for each day they are late.

Paper Evaluation

The rubric (scoring guide) on the next page will be used to evaluate and grade each paper. It is recommended that you use this rubric when writing your papers. Feel free to ask questions about these assignments.

Locating the Articles

The following describes how to locate reading materials on reserve at the library:

1. Go to Central's home page at www.cmsu.edu
2. Click on "**Library**" on the left-hand side of the screen.
3. Click on "**Search for Books and Videos with Quest**" on the left-hand side of the screen.
4. Go to bottom right corner of screen where it says "COURSE RESERVES" and click on "**Instructor Name**"
5. Type in the name "**Marsh**" and click on "**search**"
6. Click on the title for the paper you need (for the first paper it is "**Classic Dialogue: Was Stanley Milgram's study of obedience unethical?**" and for the second paper it is "**Does the Internet have psychological benefits?**").
7. Click where it says, "Click here to link to full text."
8. You can read the paper on-line or you can choose to print it from there (note: if you have trouble printing the documents from your home computer, try printing from one of the labs on campus).

Rubric (Scoring Guide) for Paper Assignments

Points for Evaluation		0 <i>0</i>	1 <i>3</i>	2 <i>6</i>
A superior paper has an obvious relationship to the assignment. It does not make false starts, wander, or contradict itself. It has a clear thesis and a beginning/middle/end	<u>CENTRAL IDEAS</u> Topical relevance Thesis Structure	Irrelevant Unclear/absent Disjointed	Related Adequate Organized	On the Mark Clear Well organized
A superior paper provides relevant, specific, and interesting detail. It does not piece together generalizations or ideas that are only vaguely related to the central idea.	<u>DEVELOPMENT</u> Supportive details Generalizations where appropriate Ideas related to topic	Inadequate/absent Inappropriate Unrelated	Some details Most generalizations appropriate Ideas generally related	Many details Generalizations always appropriate Ideas related
A superior paper gives evidence of a calculating writer who has deliberately structured sentences and chosen vocabulary in order to gain a specific response from the reader(s). It avoids clichés.	<u>FLOW OF EXPRESSION</u> Sentence structure Verbal accuracy Avoids clichés	Obscure point Inaccurate Clichés	Adequate Words reflect a college vocabulary Few clichés	Emphasizes point and reflects a mature style Vocabulary is excellent
A superior paper discusses the assigned topic with insight and originality; it reveals an active and discerning mind at work	<u>THOUGHT</u> Insight Active mind	No insight Dullness	Average mind at work	Discerning mind at work that can analyze assignment
A superior paper is mechanically perfect. It is free from any irregularities that would call attention to themselves & thus become barriers to the reader.	<u>MECHANICS</u> Spelling Punctuation Syntax	Frequent errors Frequent errors Frequent errors Form is erroneous	Occasional errors Form generally correct	Very few, if any, errors Form is correct

Note: *Italicized scores* are for the 2nd paper assignment.

TOTAL SCORE: _____

Extra Credit Guidelines

In order to earn extra credit points for this course you may participate in either or both of the following two activities:

1. PARTICIPATION IN RESEARCH

You can earn up to 1 point for every ten (10) minutes of participation in research (i.e., 1 point for participation that lasts at least 10 minutes, 2 points for a study lasting at least 20 minutes, 3 points for a study lasting at least 30 minutes, and so on). You do not need to submit any forms to the instructor as verification of your participation in research. Instead, your instructor will receive a listing of those who have participated in research, including the amount of time you have participated, at the end of the semester as verification of your research participation.

To sign up as a participant in a study you will first need to access the **Experimentrak** website at <http://cmsu.experimentrak.net> then click on the tab labeled “Registration.” You must enter your first and last name, a telephone number, and your cmsu2 email address. (NOTE: if you do not wish to enter your own telephone number, the Psychology Department’s number, 660-543-4185, may be used instead). You will also need to enter your date of birth, a password of 6-10 characters and then check the box labeled “yes” for the consent agreement. Then click on the “submit registration” bar and go to your mulemail account. Usually within several minutes, a confirmation email will arrive with a link and a verification code. You can then copy and paste the verification number at the provided link and finish the registration process. You will be asked to complete a demographic survey, and then to choose any psychology class in which you are presently enrolled and toward which you want to assign credit points. After completing these two tasks, you may login, click on the tab labeled “Experiments” and check for open time slots that fit your schedule. If you experience problems or have questions, please let me know and I’ll forward your comments to the Research Coordinator.

2. READ AND REVIEW A JOURNAL ARTICLE

You may also earn extra credit points by submitting a 2-4 page TYPED (double-spaced) paper in which you review an article published in a scholarly journal in the field of psychology. Locate a journal article in the library (note: do not use an online journal) related to the field of psychology (e.g., *Journal of Counseling Psychology*; *American Psychologist*; *Journal of Experimental Psychology*, *Learning Memory & Cognition*; *Journal of Social Psychology*, etc.). Reviews of magazine articles such as *Cosmopolitan*, *Sports Illustrated*, and *Psychology Today* are not acceptable and will receive no credit. Please see me if you have questions regarding the appropriateness of the article you are reviewing.

After reading the article, submit a brief written review. Include (1) a description of the rationale for the study, (2) a statement of the hypothesis/hypotheses under investigation, (3) a summary of the methods used in the study (e.g., number of subjects, experimental procedures, instruments used, etc.), (4) a summary of the findings, (5) a summary of the implications of the study, and (6) a description of your own reactions to the research (note: devote about 1 paragraph to each of these 6 areas). Submit a photocopy of the journal article along with your paper. You can earn up to 5 points for each journal article review that you submit; up to the 20 point limit. Make sure that you **include your full name, the course name, and section number on your paper**.

Also, remember that **the last day to submit any extra credit work is Monday, December 4th, 2006**. **After that date any projects turned in will receive no credit—NO EXCEPTIONS.** Please see your syllabus for additional information regarding the “extra credit” policy (e.g., maximum of 20 points of extra credit will be included in determining your final grade).

Instructor & Course Policies

1. Class Discussions (both inside and outside of the actual classroom): As a student in this class, you should know upfront that you will encounter new ideas, topics, images and discussions, which **may** challenge your worldview. Some students **may** find this information personally offensive, uncomfortable, distasteful, or may cause anger. Because the field of psychology addresses positive, neutral and negative aspects of human and animal behavior, we will discuss a broad range of topics that may **not** be pleasant for everyone. Please be respectful to your classmates and your instructor. Debates on relevant issues are encouraged, however **no one should engage in personal attacks inside or outside of the classroom.**
2. Email policy: In case of illness or being out of town, I will usually respond to emails within a 24-hour period. Please do not be surprised or upset if you do not receive an immediate response to your emails. When sending an email to me (or any of your professors), it is helpful to include your first and last name, course name or abbreviation, and the class time. I teach multiple classes and, in some cases, multiple sections of the same course.
3. The Blackboard System: This online system will be used to: (a) post and grade quizzes, (b) post handouts, PowerPoint lecture outlines, and other relevant materials, (c) send emails messages, (d) post announcements, and (e) allow you access to your earned points in the class. For those of you currently unfamiliar with Blackboard, Central's Center for Teaching and Learning (CTL) has developed a website to assist with the use of Blackboard at <http://www.cmsu.edu/x3774.xml>. If you need help with accessing Blackboard, you can telephone for Blackboard assistance at (660) 543-8485 and/or see the website listed previously.
4. Student Behavior: At the instructor's discretion, student behavior deemed disruptive to the educational environment will result in disciplinary action consistent with Central's academic policy. Consequences of disruptive behavior include, but are not limited to, removal from the classroom and administrative withdrawal of the student from the course.
5. Attendance Policy: Class attendance is a serious and vital responsibility for all students. Attendance is expected and allows you the opportunity to maximize your learning potential, thus missing class puts you at a significant disadvantage. **Obtaining lecture notes for missed classes is your responsibility**, which means contacting a classmate for the notes/materials that you missed. If you know in advance that you will miss class on major due date or for long periods of time, please notify me **immediately!** Ideally any missed work is completed in advance of the due date. Attendance does **NOT** mean that you show up to class and read a newspaper or talk with your friends about non-topic related issues. **Individuals who exhibit behaviors that the instructor considers disrespectful or a hindrance to the learning process will be asked to leave the classroom.**
6. Attendance Documentation: If you have documentation that requires my signature, verifying attendance or course grade, etc. you **must allow me 24-hours to respond**. I will not sign documentation at the beginning of class for at least two main reasons: (a) it disrupts my prep time for getting the class started on-time and thus finishing on-time, and (b) it does not allow me sufficient time to read, understand, look-up, or verify the information being requested. *Please plan ahead!*
7. Phone/Pagers: These items are to be placed in the silent, vibrate, or off mode during class. This policy will also be applied to your instructor. More punitive steps may be taken for repeat offenders.
8. Food/Drink: We are in a technology classroom, which does **not** allow food or beverages. The only exception is water in a sealable container.

9. Paper Assignments: Are to be typed or word-processed, double-spaced, with 1" for all margins, and in 12 point font. Proper grammar, punctuation, and spelling are expected on all assignments (i.e., points will be deducted if not followed). Late papers are penalized by a reduction of **4-points for each 24-hour period (at the start of class time) they are late**; this includes weekends and holidays.
10. Office Hours: Specific times for office hours are listed on the front page. Individual appointments are available upon request, and walk-ins are encouraged. Please take advantage of appointments. These times are set aside so that questions or concerns can be addressed, assistance and resources discussed, or for meetings about your professional development (e.g., academic and career).
11. Policy on Cheating/Plagiarism: Students who are caught cheating, and/or knowingly provide false information may be reprimanded with failure of assignments, exams, the course, and the burden of other disciplinary actions. In other words, cheating on examinations and/or plagiarism of written material will be handled in a manner consistent with Central's academic policy. Please note that it is *your responsibility to be familiar with this policy*, which can be found in your student handbook.
12. Drop Policy: I will not drop students from the class. It is the student's responsibility to drop from the course if s/he chooses. Simply not attending class or not taking tests is not sufficient. Any student on the roster at the end of the semester will receive a grade regardless of attendance or test performance; incompletes are issued at the discretion of your instructor.
13. Flexibility: The class schedule listed in this syllabus is tentative, and while I do not plan to make changes, I reserve the right to adjust to the syllabus as necessary. If you miss a lecture, you should contact someone in the class to find out what you missed and whether any announcements/changes were made.
14. Inclement weather/emergency closings: If we miss a class because of a snow/ice day, the exam schedule will remain as planned in the syllabus. The only exception is if a snow day occurs on an exam day. In that case, the exam will take place on the next day we return to class. For closing information please visit <http://www.cmsu.edu/x39792.xml>

Services Available to Students

15. Academic Assistance: The Academic Enrichment (AE) Learning Center Services provides assistance and resources to help all students with their college work. The AE Learning Center Services can be reached at (660) 543-4061, in Humphreys 127, or by visiting their web site at <http://www.cmsu.edu/x61696.xml>
16. Writing Center: Offers students a non-pressure environment for writing their papers. Professional feedback on your writing is provided. The Writing Center is located in Humphreys 116. You can contact them at (660) 543-4367, writingcenter@cmsu1.cmsu.edu, or visit their web site at <http://www.cmsu.edu/x63578.xml>
17. Early Alert: As part of the CEHS (College of Education and Human Services) commitment to building a positive, student-centered learning community that supports the success of every student, your instructor participates in the CMSU Early Alert Program.
18. Adult Student Services: Non-traditional students wishing to seek out additional assistance are encouraged to contact the Non-Traditional Student Services at (660) 543-4007, visit their office at University Union 217, or on the web at <http://www.cmsu.edu/x5305.xml>
19. Students with Disabilities: Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421. Please let the instructor know if accommodations should be made for you.

20. Counseling: Students wishing to talk with a trained professional regarding relationship issues, mental health, academic stress, etc. are encouraged to contact CMSU's Counseling & Psychological Services at (660) 543-4060; located in Humphreys 131. Open from 8 a.m. – noon and 1 – 5 p.m. Monday – Friday. <http://www.cmsu.edu/x28708.xml>
21. Health Center: Students wishing to address their health issues should visit the University Health Center located at the corner of Clark and College or call (660) 543-4770. For information on services provided, please visit their web site at <http://www.cmsu.edu/x39125.xml>
22. Career Development: Student interested in career related issues should contact CMSU's Career Services at (660) 543-4985 or visit their office located in University Union room 302. Additional information is available on their web site at <http://www.cmsu.edu/x25869.xml>

Additional Resources:

CMSU Academic Calendar: <http://www.cmsu.edu/calendar/>

Also, the **Library** has asked that the following information be included in all syllabi:

You can get help @ your library!

You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library's website at <http://library.cmsu.edu>. For research assistance, you may contact the Reference Desk:

Phone: (660) 543-4154
AIM: JCKLReference

Email: reference@libserv.cmsu.edu
RefChat: <http://library.cmsu.edu/chat>

Psychology Department Mission Statement

Excellence in education of students in Psychology through innovative, student centered instruction, use of technology, scientific inquiry and practical experiences.

Learning Outcomes for the Psychology Major

(Available at <http://www.cmsu.edu/x81698.xml>)

The learning outcomes listed below are addressed throughout the psychology curriculum. In other words, you will repeatedly encounter these learning outcomes if you plan to take additional psychology courses for a minor, major, or for life long learning. These learning expectations can help to guide how and what you learn across the various psychology courses offered at CMSU. If you have any questions about the learning outcomes please feel free to talk with me.

The graduate with a B.A. or B.S. in Psychology will use the knowledge and skills obtained in the program to:	Competency Level	Assessment Method
Demonstrate and integrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	1	P, Q, & T
Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	2	G, Q, & T
Value and use critical and creative thinking, including the scientific method, to address problems related to behavior and mental processes.	2	
Appropriately apply knowledge and skills acquired in the psychology curriculum to personal, social, and organizational issues.	1	E & G
Value and apply empirical evidence, cope with ambiguity, and behave legally and ethically in research and applied settings.	2	Q & T
Understand and apply the language of the science of psychology, through effective speaking, reading and writing.	1	G & P
Demonstrate the ability to acquire and disseminate information and use computers and other technology for a variety of purposes.	1	P & Q
Recognize, understand, and respect individual differences and the complexity of sociocultural and international diversity. Demonstrate knowledge about how these factors affect applied and scholarly work.	1	G, P, Q & T
Demonstrate knowledge about realistic occupational, career, and advanced educational opportunities appropriate to the discipline and develop a feasible plan to pursue those opportunities.	2	

General Education Competencies

This course is approved for the Section B (Knowledge & Skill Competencies) classification of the General Education (GE) Program. Listed below are the individual GE competencies that are addressed in this course, the level of the competency (primary or secondary), and the type of assessment methods used.

Section B: Knowledge & Skills Competencies	Competency Level	Assessment Method
Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, and drafting, revising and editing. (item #2)	2	
Make formal written and oral presentations with consistent effectiveness. (item #3)	1	P
Identify the meaning of quantitative data, such as numbers, graphs and charts in a communication. (item #8)	2	
Higher Order Thinking		
Recognize that complexity, ambiguity and uncertainty are persistent human conditions. (item #1)	1	P & T
Identify, develop, implement and evaluate alternative problem solving strategies for a particular context. (item #2)	1	P
Employ both induction and deduction and manipulate quantitative and qualitative evidence to study relationships. (item #3)	1	G, P, Q, & T
Evaluate the strength of another's and one's own thinking in various contexts and disciplinary frameworks by recognizing unstated assumptions, ideological biases, stereotypes, inconsistencies, reasoning fallacies, irrelevancies, governing paradigms, and other factors. (item #4)	1	P, Q, & T
Assess the reliability, validity and adequacy of evidence, for example by employing standards of measurement, sampling, and alternative hypotheses in evaluating analyses and interpretations of studies. (item #5)	1	G, Q, & T
Defend conclusions using relevant evidence and reasoned argument. (item #6)	1	P
Assess one's own problem solving process. (item #7)	2	
Managing Information		
Access and/or generate information from a variety of sources, including the most contemporary technological information services. (item #1)	2	
Evaluate information for its currency, usefulness, truthfulness and accuracy. (item #2)	2	
Use appropriate technology to organize, store, and retrieve information effectively. (item #3)	2	
Valuing		
Utilize cultural, behavioral, historical, and scientific knowledge to clarify and articulate a personal value system. (item #2)	1	G & E
Assess the alternatives and the consequences of various value judgments and their implications for individuals and groups. (item #3)	1	G, E, & T

Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position. (item #5)	1	P
Social and Behavioral Sciences		
Explain social institutions, structures, and processes across a range of historical periods and cultures. (item #1)	2	
Develop and communicate hypothetical explanations for individual human behavior within the larger-scale historical and/or social context. (item #2)	1	G & T
Draw on history and/or the social sciences to evaluate contemporary problems. (item #3)	2	
Describe and analytically compare social, cultural, and historical settings and processes other than one's own. (item #4)	2	
Mathematics		
Create and interpret graphs and tables. (item #3)	2	
Apply various mathematical models, techniques, and reasoning to solve problems. (item #5)	1	G, Q, & T
Life and Physical Sciences		
Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions. (item #1)	1	Q & T
Evaluate scientific evidence and argument. (item #2)	1	P, Q, & T

Competency Levels

1 = Primary level, the competency is explicitly covered in the course.

2 = Secondary level, the competency is discussed in the course but may not be a main focus.

Assessment Methods

E = In-class exercise such as a self-report paper and pencil surveys that will allow students to apply psychological concepts to and explore aspects about themselves.

G = Group assignment. Students will work in small groups to accomplish hands-on activities related to the course content. Group activities will mostly be conducted in-class; however, some groups may require time outside of class to complete their task.

P = Paper. Two typed papers are required. Each written paper involves carefully reading articles that take opposite sides on a specific issue related to behavior. The papers require students to respond to several critical thinking questions about each article. A scoring rubric, tips on writing the paper, and information on how to access the articles electronically will be provided.

Q = Online quizzes through the Blackboard System

T = In-class test. All test items assume that you will be able to identify, apply, and where appropriate evaluate the concepts, theories, and ideas presented.