### Course Catalog Description:
Surveys of the various fields of Psychology. Understanding human behavior by studying the adaptation of the individual to the physical and social environment.

### Prerequisites
- 

### Corequisites
- 

### General Education
- No [X] Yes, AA and AS [ ] Yes, AS Only [ ] Area [ ]

### Gordon Rule
- No [X] Yes, Word Count [ ]

### Scheduling
- Fall [ ] Spring [ ] Summer [X] All [ ] As needed [ ]

### Special Equipment/Facilities

### Recommended Text/Software:
**Aug 2008:** Psychology: From Inquiry to Understanding, Custom, 1st ed.; Lilienfeld/Lynn/Namy/Wolf; pub. Pearson/Allyn & Bacon

### Course Catalog Description:
Surveys of the various fields of Psychology. Understanding human behavior by studying the adaptation of the individual to the physical and social environment.

### Prerequisites

### Corequisites

### General Education
- No [X] Yes, AA and AS [ ] Yes, AS Only [ ] Area [ ]

### Gordon Rule
- No [X] Yes, Word Count [ ]

### Scheduling
- Fall [ ] Spring [ ] Summer [X] All [ ] As needed [ ]

### Special Equipment/Facilities

### Recommended Text/Software:
**Aug 2008:** Psychology: From Inquiry to Understanding, Custom, 1st ed.; Lilienfeld/Lynn/Namy/Wolf; pub. Pearson/Allyn & Bacon

### Required in these Programs

### Elective in these Programs
- A.A., A.S., any college credit certificate program

### Replaces or is equivalent to another course
- No [X] Yes [ ] If so, course number [ ]

### Special Designators

### Prepared By
- Dr. Ted Barker [ ] Date 2/5/10

### Director/Chair Approval
- Dr. Joyce Goldstein [ ] Date 2/5/10

### Curriculum Committee Action
- Approved [ ] Disapproved [ ] Postponed [ ] Date n/a book change

### Vice President for Instruction
- Date

### President
- Date

### Course Dictionary Update by
- Date
COURSE SYLLABUS — PART II
COURSE GOALS

Course Number PSY2012  Title Psychology

Prepared by   T. Barker   Date 2/5/10
Director/Chair     J. Goldstein   Date  2/5/10

Criteria: (1) Direction oriented; (2) student oriented — written in terms of what students will accomplish; (3) provide the lay reader with an understanding of the substance of the course; and (4) the number of statements should be sufficient to clearly identify the mission of the course.

<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student Outcomes — The student will The student demonstrates a critical attitude toward generalizations about human behavior. We want our students to have faith in and to support psychology and other behavioral sciences, but not to have such faith that they blindly accept all the claims and generalizations of pseudoscientists.</td>
</tr>
<tr>
<td>2.</td>
<td>The student demonstrates an understanding and recognition of how much one’s needs, biases, and cultural values affect one’s acceptance of generalizations about human behavior, and the creation of a desire to separate values from observation.</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates an understanding and appreciation of the importance in the scientific process of fresh perspectives, of creative imagination, and of freedom as a factor influencing creativity.</td>
</tr>
<tr>
<td>4.</td>
<td>The student demonstrates an understanding of the elements of scientific method as applied in psychology. From a study of psychological experiments the student derives such elementary understandings as: the importance of control of variables in research; some of the important variables to control in research on human behavior; some of the terms used in describing experiments. He/she demonstrates understanding of the concept, since science involves drawing inferences from data, scientific statements are inevitably abstractions and generalizations that lack flesh-and-blood vividness.</td>
</tr>
<tr>
<td>5.</td>
<td>The student demonstrates an increased ability to discriminate between reasonable and unreasonable generalizations in terms of the evidence on which they are based.</td>
</tr>
<tr>
<td>6.</td>
<td>The student demonstrates an understanding of the purposes of psychology, the nature of its subject matter, and its limitations. Major purposes of psychology include those of explaining behavior (rather than judging it) and ordering findings into a coherent body of concepts and principles.</td>
</tr>
</tbody>
</table>

In addition to the specific course goals listed above this course also addresses the college’s Critical Thinking Communication General Education Goal/Outcomes through the following Student Learning Outcome (SLO):

SLO 1 The student will apply reflection, analysis, logical reasoning, and evaluation to formulate judgments, reach decision, and solve problems.
A specific objective is one in which the outcome and the level of achievement are defined in measurable terms.

<table>
<thead>
<tr>
<th>Object No.</th>
<th>Related Goals</th>
<th>Objectives (Student Learning Outcomes)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1-6</td>
<td>The student identifies and defines psychology, methods of psychological science, and the role of theory in psychology.</td>
<td>Evaluation by objective examination. A grade of &quot;C&quot; denotes basic competence. The specific percentage for the &quot;C&quot; may vary with the instructor, but in no case is a &quot;C&quot; awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>2.</td>
<td>1-6</td>
<td>The student will demonstrate comprehension of growth and development by concentrating on the following: the developmental stages in development.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>3.</td>
<td>1-6</td>
<td>The student will distinguish between motivated and emotional behavior.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>4.</td>
<td>1-6</td>
<td>The student will demonstrate comprehension of the processes of learning and thinking.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>5.</td>
<td>1-6</td>
<td>The student will demonstrate comprehension of individual differences and psychological testing.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>6.</td>
<td>1-6</td>
<td>The student will demonstrate comprehension of the concepts of personality.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>7.</td>
<td>1-6</td>
<td>The student will analyze the concepts and processes of conflict and adjustment.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>8.</td>
<td>SLO 1</td>
<td>The student will demonstrate understanding of the principles of perception, sensation, and attention and will analyze the relationship between them.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>9.</td>
<td>1-6</td>
<td>The student will demonstrate comprehension of the biological background of behavior.</td>
<td>SAME AS ABOVE</td>
</tr>
</tbody>
</table>