

General Studies 2015-16 Course Review

Psychology 101

I. Course Description: Psychology 101 Introduction to Psychology (3 credit hrs.)

Basic principles essential for a scientific investigation of human behavior. No prerequisites

II. Student Learning Outcome (SLO): Self and Cultural Awareness

Psychology 101 provides an overview of the use of scientific method in a variety of contexts across the field of psychology, which is the scientific study of the mind and behavior. The course specifically promotes Analysis by providing students with knowledge and understanding necessary to create strategies for solving problems, synthesize ideas or solutions in new ways and in new contexts, evaluate evidence in order to determine the legitimacy of claims, and determine the extent of information needed to make a coherent argument.

III. Course Assessment:

The following test questions will be embedded within the final comprehensive exam, and these essays will be holistically evaluated using the following rubric:

1. Mrs. Kaufman spends a lot of time stroking, cuddling, and rocking her two-month-old son and seems to be highly aware of the baby's actions and needs. Mr. Kaufman worries that his wife's interactions with the baby will lead the child to cry easily when frustrated, fearfully cling to his mother, become unfriendly toward other people, and become withdrawn and uninterested in his surroundings. Evaluate the research on social development and give a detailed response that supports or refutes the father's concerns.
2. David's history teacher asked him why so many German people complied with Hitler's orders to systematically slaughter millions of innocent Jews. David suggested that the atrocities were committed because the Germans had become unusually cruel, sadistic people with abnormal and twisted personalities. Use your knowledge of the fundamental attribution error, Milgram's research on obedience, and any other related research to provide a detailed analysis of David's explanation.

3.1	Problem Solving/ Analysis	Creating Strategies	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
3.2	Problem Solving/ Analysis	Synthesizing	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.
3.4	Problem Solving/ Analysis	Evidence	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
3.6	Problem Solving/ Analysis	Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information(sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow ,etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.

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IV. Course Delivery and Consistency: Face-to-face and online

All sections of Psychology 101 have the same course outcomes and will use the same embedded questions in the comprehensive final. This course is designed to provide information in a variety of sensory formats through the use of written material, videos, discussions, and activities designed to engage students of a variety of learning styles. The course is offered in traditional face-to-face formats, face-to-face with an online learning component, or 100% online to provide students with options that best fit their preferred method of learning.

V. Course Syllabi and Documents: submitted via LiveText