MASTER COURSE GUIDE

COURSE HEADING & NUMBER:

COURSE TITLE:

COURSE/CATALOG DESCRIPTION:

PREREQUISITES: (must be taken *before* this course)

COREQUISITES: (must be taken at *the same time* as this course)

PRE/COREQUISITES: (can be taken *either before or at the same time as this course*)

CREDIT HOURS:

LECTURE HOURS PER WEEK:

LAB HOURS PER WEEK:

REQUIRED MATERIALS: (Include any materials needed such as a calculator, software, tool kit, etc. A statement "Check with the bookstore regarding any required textbooks" is also helpful.)

COURSE OUTCOMES:

"Upon successful completion of the course, students will be able to":

There are usually 4 or 5 *course level* outcomes listed here. These are more global in nature than the Student Learning Outcomes (see attached sample of a Master Course Guide)

STUDENT LEARNING OUTCOMES

"Upon successful completion of the course units, modules, or chapters, students will be able to": The number of student learning outcomes varies based on course level outcomes. Generally there are 20-30 student learning outcomes for a 3 credit hour course.

GENERAL EDUCATION OUTCOMES:

The College has identified six general education outcomes, listed in the current catalog under "general education". If your course addresses any or all of the general education outcomes OR you believe that students gain these skills as a result of successfully completing your class, include them as general education outcomes. If you do not believe your students necessarily gain these skills in this specific class, don't include them (see attached sample).

- Communicate effectively in oral and written formats
- Employ or utilize information access and literacy skills
- Demonstrate problem-solving and critical thinking skills
- Employ mathematical and science literacy skills
- Acquire a cultural, artistic and global perspective
- Demonstrate professional and human relations skills

TYPES OF ASSESSMENT TOOLS USED:

FORMATIVE: At least 3 of the following: participation and/or satisfactory performance in classroom discussions or activities, homework or in-class assignments, student's self- reports, small group interaction, self-appraisal or application activities or assessments determined appropriate by the instructor.

SUMMATIVE: At least 2 of the following: participation and/or satisfactory performance on quizzes, review questions from textbook, videos, class discussions, or activities, unit exams, final exam, research paper or project, course evaluation, self-evaluation, pre and posttests, or assessments determined appropriate by the instructor.

MINIMUM ACCEPTABLE STANDARDS: For quizzes, homework, and assessment activities listed, the instructor's analysis of satisfactory demonstration of knowledge will be used; on summative methods such as exams, papers, or projects, achieving a letter grade of "C", or 70% or above will demonstrate satisfactory understanding and basic mastery of outcomes.

SUBMISSION OR LAST REVISION DATE

SUBMITTED BY,

FACULTY MEMBER:

TITLE:

SUBMISSION DATE:

FORMAT FOR MASTER COURSE GUIDES

REVISED BY,

NAME:

POSITION OR TITLE:

REVISED DATE(S):

(SAMPLE MASTER COURSE GUIDE)

MASTER COURSE GUIDE

PSYCH 105
Introduction to Psychology

Course description:

This course is a survey of psychology. Major topics include emotion, motivation, perception, learning, personality development, cognition and normal and abnormal behavior. Current therapies, changes throughout the life span and biological states as they affect behavior are also studied.

Prerequisites: None   **Corequisites:**   None

Pre/Corequisites: Satisfactory reading and writing placement test scores or ENG 097

Credit hours: 3   **Lecture hours per week:**   3

Expanded description/Course Focus:

This is a required course for general education core and nursing. Topics included are the science of psychology, biology and behavior, lifespan development, learning, memory, sensation and perception, motivation and emotion, health psychology, personality development, abnormal behavior and therapies, and social and industrial psychology.

REQUIRED COURSE MATERIALS: A notebook or three ring binder is recommended for notes and handouts

COURSE OUTCOMES:

1.   Students will be able to apply major concepts and compare and contrast theories used in psychology
2.   Students will be able to compare the nature's and nurture's influence on human behavior
3.   Students will be able to apply concepts related to sensation, perception, motivation, emotion, memory, and intelligence
4.   Students will be able to relate psychological influences to health and wellness
5.   Students will be able to describe abnormal behavior, its causes and treatments

STUDENT LEARNING OUTCOMES:

Students who successfully complete Introduction to Psychology will:

(Corresponding Course Learning Outcomes are indicated at the end of each Student Learning Outcome)

1.   Define psychology CLO#1
2.   Recognize methods and limitations of psychological research CLO#1

3. Identify ethical dilemmas in psychological research CLO#1
4. Identify psychological specialties and careers CLO#1
5. Compare and contrast major psychological theories CLO#1
6. Identify relevant brain and nervous system structures CLO#3
7. Recognize effects of neurotransmitters, hormones, and chemical imbalances on Behavior CLO#2 & 5
8. Define sensation and perception CLO#3
9. Compare and contrast sensation and perception processes CLO#3
10. Describe theories of motivation CLO#3
11. Describe physiological, cognitive, and expressive components of emotion CLO#3
12. Describe normal and altered states of consciousness CLO#1 & 4
13. Define functions of sleep and dreaming CLO #4
14. Identify common sleep disorders CLO#4 & 5
15. Explain effects of altering consciousness with drugs CLO#4
16. Describe learning theory, including classical and operant conditioning CLO#1
17. Apply principles of behavior modification CLO #1 & 4
18. Explain short-term and long-term memory processes CLO#3
19. Describe and apply memory improvement strategies CLO#3
20. Explain cognition, concept formation, problem-solving, reasoning, and critical thinking CLO #3
21. Explain the concept of intelligence CLO#3
22. Describe methods of intelligence testing CLO#3
23. Describe major theories of human development CLO#1, 2,
24. Identify developmental stages from conception through old age CLO#1, 2
25. Identify effects of teratogens during pregnancy CLO#2
26. Describe effective and ineffective parenting practices CLO#2
27. Distinguish biological and cultural gender differences CLO#2
28. Describe influences on human sexuality CLO#2
29. Recognize psychological influences on "health and wellness" CLO#4
30. Describe stress and apply concepts related to stress management CLO #1 & 4
31. Explain major theories of personality CLO#1
32. Identify characteristics and types of "abnormal" behavior CLO#5
33. Describe historical and current approaches to diagnosis and treatment of psychological disorders CLO#5
34. Define social psychology CLO #1
35. Recognize how psychology is used in organizations and industry CLO#1
36. Describe biological (nature) influences on behavior CLO#2
37. Describe environmental (nurture) influences on behavior CLO#2
38. Apply psychological principles to their own lives CLO #4

GENERAL EDUCATION OUTCOMES: Students who successfully complete Introduction to Psychology will:
1. Communicate effectively in oral and written formats
2. Demonstrate problem-solving and critical thinking skills

Types of Assessment tools used:

Formative: At least 3 of the following: participation and/or satisfactory performance in classroom discussions or activities, homework or in-class assignments, student's self reports, small group interaction, self-appraisal or application activities.

Summative: At least 2 of the following: participation and/or satisfactory performance on quizzes, review questions from textbook, videos, class discussions, or activities, unit exams, final exam, research paper or project, course evaluation, self-evaluation, pre and post tests.

Minimum acceptable standards: For quizzes, homework, and assessment activities listed, the instructor's analysis of satisfactory demonstration of knowledge will be used; on summative methods such as exams, papers, or projects, achieving a letter grade of "C", or 70% or above will demonstrate satisfactory understanding and basic mastery of outcomes.

Revised 09/18/17

Darcey Ferrell, Assistant Professor

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value