### Course Information

**A:** Division: INSTRUCTIONAL  
**B:** Faculty: HUMANITIES & SOCIAL SCIENCES  
**Department:** PSYCHOLOGY  
**Date:** FEBRUARY 1998  
**New Course:**  
**Revision of Course Information form:** OCTOBER 1992

<table>
<thead>
<tr>
<th>Subject &amp; Course No.</th>
<th>Descriptive Title</th>
<th>Semester Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>AN INTRODUCTION TO PSYCHOLOGY (I)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### F: Calendar Description:
Psychology 100 provides an introduction to selected areas in the field of psychology. Emphasis is placed on psychology as a natural science (theories, methodology and statistics) and the focus is on the investigation of major basic psychological processes such as sensation, perception, learning, memory, consciousness, the biological foundations of behavior, and life span development.

#### G: Type of instruction: Hrs. per week / per semester

<table>
<thead>
<tr>
<th>Type of instruction</th>
<th>Hrs. per week / per semester</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>4 Hrs.</td>
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<tr>
<td>Laboratory</td>
<td>Hrs.</td>
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<tr>
<td>Seminar</td>
<td>Hrs.</td>
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<tr>
<td>Clinical Experience</td>
<td>Hrs.</td>
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<tr>
<td>Field Experience</td>
<td>Hrs.</td>
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<tr>
<td>Practicum</td>
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<tr>
<td>Shop</td>
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<tr>
<td>Studio</td>
<td>Hrs.</td>
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<tr>
<td>Student Directed Learning</td>
<td>Hrs.</td>
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<tr>
<td>Other (Specify)</td>
<td>Hrs.</td>
</tr>
<tr>
<td>Total</td>
<td>4 Hrs.</td>
</tr>
</tbody>
</table>

#### H: Course Prerequisites:

NONE

#### I: Course Corequisites:

NONE

#### J: Course for which this Course is a Prerequisite:

PSYC 200

#### K: Maximum Class Size:

35

#### L: College Credit Transfer X

College Credit Non-Transfer

Non-Credit

#### M: Transfer Credit: Requested:  

| Granted: | X |

Specify Course Equivalents or Unassigned Credit as appropriate: (as per current B.C. Transfer Guide)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SFU</td>
<td>PSYC 100</td>
<td>(3)</td>
</tr>
<tr>
<td>UBC</td>
<td>WITH PSYC 200</td>
<td>UBC PSYC 100</td>
</tr>
<tr>
<td>UNBC</td>
<td>PSYC 101</td>
<td>(3)</td>
</tr>
<tr>
<td>UVIC</td>
<td>PSYC 100A</td>
<td>(1.5)</td>
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</tbody>
</table>

Other:

#### Course Designer(s)

Cornelia P. Rea, Ph.D.

#### Department Chair

Holly Arton, Ph.D.

#### Registrar

P. H. D.
PSYC 100 - AN INTRODUCTION TO PSYCHOLOGY (I)

Subject and Course Number

Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):


(This text is used for both PSYC 100 and 200)

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

At the conclusion of the course the student will be able to:

1. Define psychology, and give examples of different kinds of phenomena that psychologists study.

2. Identify areas of specialization and list and describe the major perspectives in psychology.

3. Describe the experimental methodology and statistical approaches used in contemporary psychology.

4. Outline the major divisions and subdivisions of the nervous system and their relation to behavior.

5. Describe the various theories and phenomena involved in sensation and perception.

6. Define learning and memory and describe the various paradigms and procedures used in these areas of research.

7. Identify various states of consciousness including sleep, hypnosis and the effects of various drugs on consciousness.

8. Explain the complex nature of life span development and compare and contrast various theories in developmental psychology.

9. Write a report demonstrating basic knowledge of APA (American Psychological Association) style.

P. COURSE CONTENT

1. Foundations of Psychology
   What is psychology?
   Scientific attitudes and theories
   Psychology's methods and aims
   Statistics and everyday life
P.  COURSE CONTENT - Cont’d.

2. Biological Roots of Behavior
   Natural selection
   The nervous system
   The brain
   The endocrine system
   Genes and behavior

3. Development Over the Life Span
   Developmental issues (e.g. nature or nurture)
   Prenatal development
   Infancy
   Childhood
   Adolescence and adulthood
   Gender differences

4. Sensation
   Sensing the world - basic principles
   Seeing
   Hearing
   The other senses

5. Perception
   Basic issues in perception (e.g. innate versus learned)
   Perceptual organization
   Perceptual illusions
   E.S.P.

6. States of Consciousness
   Methodological issues
   Daydreaming
   Sleep and dreams
   Hypnosis
   Drugs and consciousness

7. Learning
   Classical conditioning
   Operant conditioning
   Observational learning
   Cognitive interpretations

8. Memory
   Forming memories: theoretical approaches
   Forgetting
   Improving memory
Q. METHOD OF INSTRUCTION

The primary method of instruction will be the lecture, but the course may involve various other methods of instruction such as small group activities, discussion groups, seminars, oral presentations, laboratory demonstrations, field trips, computer simulations, video tapes, film, guest lectures, etc.

R. COURSE EVALUATION

The course evaluation will be based on the course objectives and in accordance with Douglas College policy and the policies of the Psychology Department. A minimum of 50% of students' grades will be based upon objective multiple choice questions from a text-related test bank. A minimum of 10% of students' grades will be based upon questions requiring written answers at least a paragraph in length. A maximum of 10% of students' grades may be based on attendance and participation. A report requiring elements of APA style, as outlined in a psychology faculty approved introduction to APA style guide, will be required. Other methods of evaluation may include laboratory projects, oral presentations, computer simulations, etc. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

One example of an evaluation scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Four multiple choice tests</td>
<td>60%</td>
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<tr>
<td>One written final exam</td>
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<tr>
<td>Computer simulations</td>
<td>5%</td>
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<tr>
<td>Attendance and participation</td>
<td>5%</td>
</tr>
<tr>
<td>Research project and APA report</td>
<td>10%</td>
</tr>
</tbody>
</table>

Total 100%