



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **MAY 2001**
B: Department/ **PSYCHOLOGY** New
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course Revision
 If Revision, Section(s) Revised: **R**
 Date Last Revised: **FEBRUARY 1998**

C: PSYC 100 D: AN INTRODUCTION TO PSYCHOLOGY (I) E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: Psychology 100 provides an introduction to selected areas in the field 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 behaviour, and life span development.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hours per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: NONE</p>	
	<p>I: Course Corequisites: NONE</p>	
	<p>J: Course for which this Course is a Prerequisite: PSYC 200</p>	
	<p>K: Maximum Class Size: 35</p>	
<p>L: PLEASE INDICATE:</p> <p> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> </p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

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

1. Define psychology, and give examples of different kinds of phenomena that psychologist 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 behaviour.
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.

N: Course Content

1. Foundations of Psychology
What is psychology?
Scientific attitudes and theories
Psychology's methods and aims
Statistics and everyday life
2. Biological Roots of Behaviour
Natural selection
The nervous system
The brain
The endocrine system
Genes and behaviour
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

Course Content Cont'd.

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

O: Methods 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.

P: Textbooks and Materials to be Purchased by Students

Myers, David. 2001. Psychology. (6th ed.) New York: Worth Publishers.

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

Q: Means of Assessment

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 outline in a psychology faculty approved introduction to A.P.A. 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:

Four multiple choice tests at 15% each	60%
One written final exam	20%
Computer simulations	5%
Attendance and participation	5%
Research project and APA report	<u>10%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves analyses of introductory Psychology theory and concepts, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar