

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A:	Division:	INSTRUCTIONAL	Effe	ective Date:	SEPTEMBER 2004	
В:	Department / Program Area:	PSYCHOLOGY FACULTY OF HUMANITIES & SOCIAL SCIENCES	Rev	ision X	New Course	
		SOCIAL SCIENCES		evision, Section(s)	C, J	
				ised: e of Previous Revision:	MAY 2001	
			Date	e of Current Revision:	APRIL 2004	
C:	PSYC 11			O PSYCHOLOGY (1)	E: 3	
	•		-	ve Title	Semester Credits	
F:	Calendar Description: Psychology 1100 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.					
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisites:		
				NONE		
	Primary Methods of Instructional Delivery and/or Learning Settings:					
	Lecture Number of Contact Hours: (per week /semester for each descriptor) Lecture: 4 hours per week / semester Number of Weeks per Semester: 15		I:	Course Corequisites:		
				NONE		
			J: Course for which this Course is a Prerequisite			
				PSYC 1200		
			K:	K: Maximum Class Size:		
				35		
L:	PLEASE INDIC	LEASE INDICATE:				
	Non-Cree	Non-Credit College Credit Non-Transfer				
	College (
	X College Credit Transfer:					
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<u>www.bccat.bc.ca</u>)					

M: Course Objectives / Learning Outcomes

At the conclusion of the course the successful 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. <u>Development Over the Life Span</u>

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.

Course Content Cont'd.

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

Texts will be updated periodically. Typical examples are:

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

(NOTE: This text is used for both PSYC 1100 and 1200)

Q: Means of Assessment:

An example of a possible evaluation scheme would be:

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	10%
	100%

R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR				
	oductory Psychology theory and concepts, transfer from another institution.				
Course Designer(s):		Education Council / Curriculum Committee Representative			
Dear	n / Director	Registrar			

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