A: Division: INSTRUCTIONAL  

B: Department / Program Area: PSYCHOLOGY  
   FACULTY OF HUMANITIES & SOCIAL SCIENCES  

C: PSYC 1100  

D: AN INTRODUCTION TO PSYCHOLOGY (1)  

E: 3  

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  
   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  

H: Course Prerequisites:  
   NONE  

I: Course Corequisites:  
   NONE  

J: Course for which this Course is a Prerequisite  
   PSYC 1200  

K: Maximum Class Size:  
   35  

L: PLEASE INDICATE:  
   - Non-Credit  
   - College Credit Non-Transfer  
   X College Credit Transfer:  

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)
**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 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 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.

**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

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

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**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.

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**P: Textbooks and Materials to be Purchased by Students**

Texts will be updated periodically. Typical examples are:


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

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**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 outlined 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:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four multiple choice tests at 15% each</td>
<td>60%</td>
</tr>
<tr>
<td>One written final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Computer simulations</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>5%</td>
</tr>
<tr>
<td>Research project and APA report</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Course Designer(s): ____________________________  Education Council / Curriculum Committee Representative

Dean / Director ____________________________  Registrar

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