

MAUI COMMUNITY COLLEGE  
COURSE OUTLINE

- |    |                          |   |
|----|--------------------------|---|
| 1. | ALPHA AND NUMBER         | PSY 100   |
|    | COURSE TITLE:            | Survey of Psychology  |
|    | NUMBER OF CREDITS:       | Three (3)   |
|    | DATE OF OUTLINE:         | February 2004   |
| 2. | COURSE DESCRIPTION:      | Surveys the major areas in the field of psychology. Analyzes the five major perspectives in the field and how these perspectives apply to human behavior. Studies memory, learning, personality, therapy and abnormal behavior. |
| 3. | CONTACT HOURS PER WEEK:  | Lecture – Three (3)   |
| 4. | PREREQUISITES:           | Placement at ENG 100, or consent  |
|    | COREQUISITES:            | None  |
|    | RECOMMENDED PREPARATION: | None  |

**Received March 2004  
Under Amnesty Program  
SLOs Updated & Linked To Content  
COWIQ Grid Prepared**

APPROVED BY \_\_\_\_\_ DATE \_\_\_\_\_

5. **GENERAL COURSE OBJECTIVES**

To develop a working understanding of general theories, psychological studies, and models of human behavior. Students should be able to understand basic terminology, psychological processes, and application to everyday behavior. Covers both physiological and psychological aspects.

Is not a focus of the five general education standards at Maui Community College.

6. **STUDENT LEARNING OUTCOMES:**

There is a wide discrepancy in the number of chapters covered and the content of information taught. The following are the basic competencies in an introductory class. Additional competencies specific to chapters covered should be added.

Upon completion of this course, the student should be able to:

- a. Define psychology and its goals.
- b. List the major perspectives of psychology and apply these views to human behavior.
- c. State how psychologists use the scientific method to gather, analyze, and interpret data. From this students should start to formulate logical conclusions.
- d. Organize how we encode, store, retrieve, and lose information based on the current psychological models of memory. From this students should be able to appraise their current memory and contrast various means to improve it.
- e. Describe the basic issues and themes in developmental psychology.
- f. Describe the major ways we learn and be able to apply these ways to personal behavior.
- g. State an understanding of the basic structures, functions, and processes of the central nervous system.
- h. Compare and contrast the major theories of personality.
- i. Identify the major categories of psychological disorders.
- j. Discuss the major categories of therapy and their applications to various psychological disorders.
- k. Define psychological terms and concepts and apply them to everyday situations.
- l. Discuss other areas of psychology that may emerge during the semester.

## 7. RECOMMENDED COURSE CONTENT

Content may vary according to the number of chapters covered and the emphasis placed on the course. One recommendation of course content is given below:

2 Weeks	Introduction/ Perspectives (a, b, k)
1 Week	Methodology (c, k)
1 Week	Memory (d, k)
1 Week	Developmental Psychology (e, k)
1 Week	Learning (f, k)
1 Week	Brain (g, k)
1 Week	Personality Theory (h, k)
2 Weeks	Abnormal Behavior & Therapy (i, j, k)
4 Weeks	Areas pertinent to Psychology (l)***
2 Weeks	Evaluation (Quizzes, Papers, Presentations, Homework)

\*\*\* Other areas that could be covered include: creativity, intelligence, motivation and emotion, sensation and perception, thinking and reasoning, cognition, sexuality, social psychology, human relations, and applied psychology.

## 8. RECOMMENDED COURSE REQUIREMENTS

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

- Written or oral examinations
- In-class and out-of-class exercises
- Homework assignments
- Quizzes
- Projects or research (written reports and/or class presentations)
- Attendance and/or class participation
- Development of a Portfolio
- Service Learning

9. **TEXT AND MATERIALS:**  
An appropriate text(s) and materials will be chosen at the time the course is to be offered from those currently available in the field. Examples include:

Texts:                    Introduction to Psychology (9<sup>th</sup> ed.) By Dennis Coon  
                              Study Packet By instructor  
                              LASSI By Weinstein et al.

Materials:

Other:

Appropriate films, videos, or internet sites  
Television programs  
Guest speakers  
Other instructional aids

10. **EVALUATION AND GRADING**

Examinations:	40- 80%
In-class exercises:	0- 20%
Homework:	0- 20%
Quizzes:	0- 20%
Projects/research:	0- 40%
Attendance	0- 20%
Class Participation	0- 40%
Service Learning	0- 20%

11. **METHODS OF INSTRUCTION**

Instructional methods vary considerably with instructor's teaching style and students learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:

Lecture, problem solving and class exercises or readings  
Class discussions or guest lecturers  
Audio, visual presentations  
Internet usage  
Student class presentations  
Group or individual projects  
Other contemporary learning techniques (e.g. service learning)

## Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 100

**Key:**

- 3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
- 1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome
- 0 = No Emphasis: The student does not address this learner outcome

	PSY 100
<b>Standard 1: Written Communication</b>	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	1
1.2 Identify and analyze the audience and purpose for any intended communication	0
1.3 Choose language, style and organization appropriate to particular purposes and audiences	0
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	1
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	1
1.8 Demonstrate proficiency in revision and editing	0
1.9 Develop a personal voice in written communication	0
<b>Standard 2: Quantitative Reasoning</b>	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	1
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	1
<b>Standard 3: Information Retrieval and Technology (Information Literacy)</b>	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	1
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	0
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
<b>Standard 4: Oral Communication</b>	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	1
4.0 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	2
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	2
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
4.6 Use competent oral expression to initiate and sustain discussion.	1
<b>Standard 5: Critical Thinking</b>	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	1
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
5.3 Formulate research questions that require descriptive and explanatory analyses.	0
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1
c5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	1
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2