

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1. ALPHA AND NUMBER PSY 103
- COURSE TITLE: Introduction to Psychological Writing and Research Skills
- NUMBER OF CREDITS: Two (2)
- DATE OF OUTLINE: February 2004
2. COURSE DESCRIPTION: Introduces students to the APA writing style for writing term papers and conducting research in psychology. Prepares students with the skills necessary to learn and write about basic and complex psychological concepts.
3. CONTACT HOURS PER WEEK: Lecture/Discussion – Two (2)
4. PREREQUISITES: ENG 100, Placement at ENG 100, or consent
- COREQUISITES: None
- RECOMMENDED PREPARATION: PSY 100 or concurrent enrollment

APPROVED BY _____ DATE _____

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

5. GENERAL COURSE OBJECTIVES

To develop a working understanding of research methods and writing style in the area of psychology. Students will learn to write in APA style for both term papers and research papers and learn skills in understanding simple and complex terms in psychological research.

This class focuses on the following five general education standards:

- 1.3 Choose language, style, and organization appropriate to particular purposes and audiences.
- 1.4 Gather information and document sources appropriately
- 1.5 Express a main idea as a thesis, hypothesis, or other appropriate statement.
- 2.3 Communicate clearly and concisely the methods and results of quantitative problem solving.
- 2.4 Define quantitative issues and problems, gather relevant information, analyze the information, and present results.
- 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.
- 5.3 Formulate research questions that require descriptive and explanatory analysis.
- 5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases

6. STUDENT LEARNING OUTCOMES:

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

- a) Debate whether psychology is a science. Explain the scientific method.
- b) Compare and contrast the different data-gathering methodologies useful in psychological research.
- c) Categorize the steps research psychologists use to plan, develop, and test hypotheses.
- d) Compare and contrast scientific and nonscientific investigations, qualitative and quantitative statistics. Students should also be able to evaluate the strengths and weaknesses of each statistical form.
- e) Construct a plan for gathering psychological information. Students should also be able to appraise the accuracy of different forms of psychological resources including the Internet.
- f) Employ a literature review.
- g) Debate various ethical and moral issues pursuant in conducting psychological research.
- h) Demonstrate the rules for using appropriate English grammar and APA writing style in the writing of a psychology paper.
- i) Define psychological terms and concepts and apply them to everyday situations.
- j) Write an APA style paper.

7. RECOMMENDED COURSE CONTENT

1 Week	RESEARCH:	Introduction / Scientific Method (a, i, j)
1 Week		Data-gathering Methodologies (b, f, i, j)
2 Weeks		Planning Research Design (c, i, j)
1 Week		Statistics (d, i, j)
1 Week		Information Proc./Ethics & Morality (e, g, i, j)
3 Weeks	WRITING:	Basics of APA Style Format (h, i, j)
		Term Paper vs. a Research Paper (h, i, j)
		Use of standard grammar, spelling, and neatness (h, i, j)
1 Week		Evaluation

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
Project/research/papers (written reports and/or class presentations)
Attendance and/or class participation
Development of a Portfolio

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: How to Think Straight about Psychology by K. Stanovich
 How to Study by Ron Fry
 Writing Papers in Psychology by Rosnow and Rosnow

Materials: Handouts

Other:
 Study Guide for Class by Instructor
 Appropriate films, videos, or Internet sites
 Television programs
 Guest speakers
 Other instructional aids

10. EVALUATION AND GRADING

Examinations:	0-40%
In-class exercises:	0-20%
Homework:	0-20%
Quizzes:	0-20%
Project/research/paper:	30-50%
Attendance:	0-20%
Class participation:	20-30%
Portfolio	0-30%
Oral Presentation:	0-20%
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 103

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 103
Standard 1: Written Communication	
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	1
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	3
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	0
Standard 2: Quantitative Reasoning	
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	2
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	3
2.4 Formulate and test hypotheses using numerical experimentation	1
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	3
2.6 Assess the validity of statistical conclusions	1
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	2
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	3
3.5 Create, manage, organize, and communicate information through electronic media	1
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4: Oral Communication	
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.	2
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.	1
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.	2
4.6 Use competent oral expression to initiate and sustain discussion.	1
Standard 5: Critical Thinking	
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.	3
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.	3
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
c5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	2
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1