

UC 12140 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council  
 New Course  Course Change  
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2014

1. Department: PSYC College: CLASS
2. Faculty Contact Person: Suzanne Kieffer Telephone: 3-8504 Email: kieffer@uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
PSYC / 1300 / Introduction to Psychology
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
PSYC / 1300 / INTRO TO PSYCHOLOGY
  - SCH: 3.00 Level: FR CIP Code: 4201010001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_
  - Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_

6. Authorized Degree Program(s): BA/BS
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C, ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
PSYC / 1300 / Introduction to Psychology
  - Course ID: 40500 Effective Date (currently active row): 8/27/12

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: credit for or concurrent enrollment in ENGL 1303 or equivalent. Description (30 words max.): [TCCN-PSYC 2301] Principles and theories of psychology including methodology and brief analysis of major content areas ranging from development, perception, and learning to motivation/emotion, personality, and social processes.

10. Dean's Signature: \_\_\_\_\_ Date: 10/8/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Psychology, CLASS

Person Making Request: Suzanne Kieffer

Telephone: 3-8504

Email: kieffer@uh.edu

Dean's Signature: \_\_\_\_\_

Date: 09-10-12

Course Number and Title: PSYC 1300 Introduction to Psychology

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

\*Students will be familiar with the methods, technologies and data that social and behavioral scientists used to investigate the behavior of humans and nonhuman animals

\*Students will be able to use and critique alternative explanatory systems and theories

\*Students will be able to develop and communicate alternative explanations or solutions for contemporary social issues

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will write a reaction paper discussing a psychological topic that will elicit critical thinking, summarizing his or her reaction to a new and controversial idea in psychology. Specifically, the student will be instructed to question psychological theory and research, to evaluate and challenge the points of view of others and perhaps even to question his or her own conviction and values.

Sample assignment: A 2002 decision by the U.S. Supreme Court prohibits the death penalty for individuals who are mentally retarded. Mental retardation typically is assessed on the basis of IQ tests and evidence regarding adaptive behavior (the individual's ability to function in everyday life). Using information from an article on IQ provided by your instructor, state one advantage and one disadvantage of using the IQ score as a determinant of eligibility for the death penalty. Indicate whether you think the decision about mental retardation would be more valid if made on the basis of adaptive behavior alone.

**Communication Skills:**

Students will demonstrate their ability to communicate in writing by completing the "reaction paper" described above.

**Empirical & Quantitative Skills:**

Students will demonstrate their ability to process and use empirical evidence in through the above assignment.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

Students will demonstrate their knowledge of social responsibility through their discussion of other points of view in the above assignment.

**Personal Responsibility:**

Click here to enter text.

Will the syllabus vary across multiple section of the course?     Yes                       No

If yes, list the assignments that will be constant across sections:

PSYC 1300 Honors—Section 25426  
Introduction to Psychology

Pamela Miller, Ph.D.  
Aurora I. Ramos Nuñez

Fall, 2012  
Thursday 1:00-2:30

Required Text: Feldman, R. S. (2011) Essentials of Understanding Psychology, 9<sup>th</sup> Ed.

Learning Outcomes: The goal of this course is to provide a general introduction to psychology examining several major areas including physiology, learning, memory, intelligence, cognitive development, social development, personality, and mental disorders. In this course:

1. Students will become familiar with the methods, technologies and data that social and behavioral scientists used to investigate the behavior of humans and nonhuman animals.
2. Students will be able to use and critique alternative explanatory systems and theories.
3. Students will be able to develop and communicate alternative explanations or solutions for contemporary social issues.

On-line Power Point Presentations: You will be required to watch power point lectures on-line each week. This will be *necessary* to complete the course successfully. Much of the material covered in the power point presentations is not covered in the book. Further, the audio portion of the lecture will contain material not on the power point slides so make sure you are listening to the entire presentation.

Attendance: Attending the Thursday afternoon discussion group is a required component of this course. A portion of the questions on each exam will come directly from the face-to-face class.

Assessments:

Major Exams: There will be 4 in-class exams and a comprehensive final. The in-class exams will consist of multiple choice and short answer questions. These exams will cover material from lectures, videos, discussion group, and the text. The top four scores of the five exams will count toward the final grade (i.e., each student's lowest test score will be dropped). A missed exam, including the final exam, may count as the lowest score and may be dropped. **There will be no other make-up exams.** The average of the top four scores will be weighted 65% of your final grade.

Written Assignments: There will be two writing assignments. Each will be weighted 15% of your final grade.

- (1) Article Review. In this assignment you will be asked to critique the methodology used by a researcher in an empirical article. The article will be assigned to you on September 6 with further instructions. This paper will be due on September 13 and will be weighted 15% of your final grade.
- (2) Reaction Paper. In this assignment you will discuss a psychological concept and/or research that is presented in an "Applying Psychology in the 21<sup>st</sup> Century" section of the text. This paper is designed to be a reaction to a new (and controversial) idea in

psychology. While writing this paper, I hope you will question psychological theory and research, evaluate and challenge the points of view of others, and perhaps even question your own convictions and values. This paper will be assigned on October 25 and will be due on November 15. This paper will be weighted 15% of your final grade.

**Classroom Assignments:** You will earn a 100% if you participate in all three assignments. If you participate in two, you will earn a 75%. If you participate in one, you will earn a 50%. If you participate in none, you will get a zero. You must be in class on the day the assignment is given; you will work on the assignment and turn it in that day. This grade will be weighted 5% of your final grade.

**Extra Credit:** You will have the opportunity to participate in psychological research offered through the psychology department for up to an additional 3% added to your final grade. You must participate in studies via the SONA system (see handout). If you participate in 3 hours of research, you will get a 1% increase on your final grade. If you participate in 6 hours of research, you will get a 2% increase. If you participate in 9 hours, you will earn 3% on your final grade. It will be difficult to do 9 hours of research extra credit unless you start very early in the semester.

**Grading:**

Average of 4 Exams: 65%

Paper 1: 15%

Paper 2: 15%

Classroom Assignments: 5%

Final grades will be based on the following:

A	93%-100%	B-	80%-82%	D+	66%-69%
A-	90%-92%	C+	76%-79%	D	63%-65%
B+	86%-89%	C	73%-75%	D-	60%-62%
B	83%-85%	C-	70%-72%	F	59% or below

**Academic Honesty Policy:** Students are responsible to know and comply with the Academic Honesty Policy stated in the UH catalog. Any form of cheating on examinations or papers could result in a severe grade penalty or failure of the course.

**Contact Information:**

Aurora I. Ramos Nuñez

Office: Heyne 231A

Office Hours: By appointment

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Pamela Miller, Ph.D.

E-mail: [pmiller2@mail.uh.edu](mailto:pmiller2@mail.uh.edu)

## Class Outline

Week/Topic	Reading	On-line Lectures	Class	Assessment
1: Theory	Modules 1, 2	Theory	Aug 30 Class procedures Fields of Psychology Activity	
2: Methods	Modules 3, 4	Methods	Sept 6 Design a study group project Group presentations/critiques Assign Paper 1	
3: Neuroscience	Modules 5, 6, 7	Neuroscience	Sept 13 Neuroscience case studies Paper 1 Due	Paper 1 DUE: Sept. 13
4: Sensation and Perception	Modules 8, 9, 11	Perception Vision	Sept 20 Exam 1	EXAM 1: Sept 20
5: Learning	Modules 15, 16, 17	Learning theories Classical Operant Observational	Sept 27 Revisit Classical Conditioning Focus: Operant Conditioning; when is it appropriate?	
6: Memory	Modules 18, 19, 20	Information Processing	Oct 4 Memory Eye-witness testimony	
7: Thinking and Language	Modules 21, 22	Thinking Language	Oct 11 Language in animals	
8: Intelligence	Module 23	Intelligence	Oct 18 Exam 2	EXAM 2: Oct 18
9: Personality	Modules 31, 32, 33	Theories of Personality	Oct 25 Personality Assessment Assign Paper 2	
10: Psychological Disorders	Modules 37, 38, 39	Anxiety Disorders Mood Disorders Schizophrenia	Nov 1 Personality Disorders	
11: Treatment	Modules 40, 41, 42	Treatment	Nov 8 Exam 3	EXAM 3: Nov 8
12: Development	Modules 27, 28, 29, 30	Cognitive Development: Piaget/Vygotsky Social Development: Attachment	Nov 15 Morality: Piaget/Kohlberg "What Would You Do?"	Paper 2 Due: Nov. 15
Thanksgiving			No Class	
13: Social	Modules 43, 44, 45, 46	Helping Conformity/Compliance/ Obedience	Nov 29 Focus on Obedience	
14: No new topic	No new reading	No new lectures	Dec 6 Exam 4	EXAM 4: Dec 6
FINAL			Dec 12, Wednesday 8:00-11:00 a.m.	FINAL EXAM: Dec 12