

Submit one printed copy of this form with signatures and one printed copy of the syllabus to the Provost/VPAA's Office (Austin Building, Room 309). Initial submissions are due no later than February 15, 2013.

1. College: **College of Liberal and Applied Arts**
2. Department: **Psychology**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **Psy 133**
5. Course title: **General Psychology**
6. Course catalog description: **Survey of the fundamental principles of behavior including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **1500**
9. Course prerequisites and/or required qualifications for enrolling in the class: **none**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Social and Behavioral Sciences**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of social and behavioral science courses because it focuses upon the scientific methods used by psychologists to understand individuals' behavior and cognitions. The examination of behavior occurs on many levels, including the individual level, group behavior, cultural norms, and cross cultural comparisons. The goals of this course include introducing students to fundamental psychological theories of human behavior, research methods and statistics. By doing so students gain an understanding of the issues central to the science of psychology thereby enhancing problem solving and critical thinking skills.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in elements of critical thinking skills such as creative thinking, innovation, inquiry, analysis, and synthesis of information. This instruction will take place by means of lectures, directions for exercises, and critiques of presentations. Class time and exercises will be used wherein students must utilize their critical thinking skills to determine the best method of empirical investigation for specific psychological problems, develop creative ways to address problems, develop testable hypotheses, evaluate results, synthesize the finding, and draw valid conclusions from those findings. Student assignments and in-class activities will incorporate the use of critical thinking skills. Each student's mastery of critical thinking will be demonstrated by means of the course writing assignment. The paper will be of approximately 1500 words due during the second half of the semester. It will directly assess each student's level of critical thinking by asking him or her to examine prior research, derive alternative research questions, and to provide a research design based upon those questions.
 - Communication Skills - Students will be instructed in elements of effective communication such as the effective development, interpretation, and expression of ideas through written communication, oral, and visual communication. The importance of effective communication will be emphasized in lectures and readings. Instructors will utilize class time for the demonstration of effective communication; instructors will assist students in developing cogent ideas, emphasize effective means of expressing ideas, and allow students to demonstrate and express their communication skills in class activities that involve student participation. Instructors will also provide instruction on the correct interpretation of visual displays of data such as charts and graphs. Each student's mastery communication skills with be demonstrated by means of the course writing assignment. The paper will be of approximately 1500 words due during the second half of the semester. It will directly assess each student's level of mastery of communication skills by asking them to formulate research questions, to support them, and to provide a logical plan to test them.
 - Empirical and Quantitative Skills - Students will be instructed in elements of empirical and quantitative skills

such as the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Instruction will take place by means of class lectures about research methods, data manipulation, and analysis. Students will be given instructions in the steps of the scientific method with regard to answering research questions, developing hypotheses, testing hypotheses, collecting data, analyzing data using quantitative methods, evaluating the results to draw valid conclusions. Students will be given classroom instruction about how to conduct empirical research and evaluate different research methods utilizing critical thinking skills as well. Through classroom activities students will learn the meaning of correlational findings, ensuring the understanding that correlation assesses the relationship between measures rather than assess causation. Each student's mastery of empirical and quantitative skills will be demonstrated by means of the course writing assignment. The paper will be of approximately 1500 words due during the second half of the semester. It will directly assess each student's mastery of empirical and quantitative reasoning by asking them to examine data sets and existing research, critique its scientific methodology, and assess its statistical soundness.

- Social Responsibility - Students will be instructed in the elements of social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. This instruction will take place by means of class lectures to foster students' intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Classroom exercises will be used to tie main concepts to the area of social responsibility; within the various subfields within psychology, the use of cross-cultural analysis will be used to increase awareness of different global communities. Differences in cultural norms and behaviors of persons based on their geographic location will be discussed in class and further demonstrated in course readings. Each student's mastery of social responsibility will be demonstrated by means of the course writing assignment. The paper will be of approximately 1500 words due during the second half of the semester. It will directly assess each student's level of mastery of social responsibility by asking them to discuss how the findings in the proposed sample would vary across different geographic regions, cultures, and other global communities. Students will need to clearly communicate differences in potential findings. They will also be required to discuss the social impact of their proposed research.

14. Email the syllabus for this course to brewersj@sfasu.edu. Please include the course prefix, course number and the word "Syllabus" in the file's title (e.g. PSC 141 Syllabus).
 - The syllabus must meet the SFASU Course Syllabus Guidelines as published by the Provost/VPAA. A link to these guidelines can be found at <http://www.sfasu.edu/acadaffairs>.
 - Student learning outcomes should be clearly specified in the syllabus. These are course objectives—describing what students who complete the course will know or be able to do. Required core objectives (see above and [Appendix 2](#)) should be represented in the student learning outcomes.
 - A course calendar should be included in the syllabus. The calendar should list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The outline should indicate which topics will be required in all sections of the course and which may vary. If time in the course is to be specifically devoted to the required core objectives (see above and [Appendix 2](#)), that should be indicated in the course calendar.

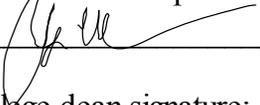
Contact person for questions about this submission:

- a. Lora Jacobi
- b. 936-468-1407
- c. jacobil@sfasu.edu

A separate description of the institution-level assessment procedures to be used for the core curriculum will be distributed by the Core Curriculum Assessment Committee. Course acceptance by the Core Curriculum Advisory Committee does not guarantee acceptance by the Core Curriculum Assessment Committee. Approval by both committees is required for a

course to be included in the core.

Department chairperson signature:

 _____ Date: _____

College dean signature:

_____ Date: _____