



# Community College of Rhode Island

**Course Proposal:**

	New Course
X	Revised Course

Please attach a course syllabus with course topics, textbook titles and evaluation methods. Beginning 1/2013, all NEW & REVISED proposals should use syllabus format on Page 9

Date Submitted: 01 / 07 / 2017

DEPARTMENT: Psychology

DEVELOPED BY: Raymond Kilduff

COURSE TITLE: General Psychology

COURSE NUMBER: PSYC-2010

CREDITS: <u>4.0</u>	<b>CONTACT HOURS PER WEEK</b>										
	Lecture hours: <u>4.0</u>	Lab hours: <u>0</u> (Clinical hrs., Practicum, etc.)	Other: <u>0</u>								
<b>ACTUAL COURSE MEETING TIME -- HOURS / MINUTES PER WEEK</b>											
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 30%;">Lecture</td> <td style="text-align: center; width: 10%;">3h</td> <td style="text-align: center; width: 30%;">Lab</td> <td style="text-align: center; width: 30%;">Other:</td> </tr> <tr> <td style="padding-left: 10px;">hours / minutes:</td> <td style="padding-left: 10px;"><u>20m</u></td> <td style="padding-left: 10px;">hours / minutes: <u>0</u></td> <td style="padding-left: 10px;">(Clinical hrs., Practicum, etc.) <u>0</u></td> </tr> </table>				Lecture	3h	Lab	Other:	hours / minutes:	<u>20m</u>	hours / minutes: <u>0</u>	(Clinical hrs., Practicum, etc.) <u>0</u>
Lecture	3h	Lab	Other:								
hours / minutes:	<u>20m</u>	hours / minutes: <u>0</u>	(Clinical hrs., Practicum, etc.) <u>0</u>								

This is a 1<sup>st</sup> year course:      Yes       No

This is a 2<sup>nd</sup> year course:      Yes       No

If this course will be required in a specific academic program(s), indicate below:

Clinical Lab Tech, Diagnostic Medical Sonography, Respiratory, Nursing, Occupational Therapy, Opticianry, Physical Therapy, Thera. Massage, Early Child, Education/Sp. Ed., Social Service, Law Enforcement, Paralegal.

If this course will replace another course in a specific academic program, indicate below:

N/A

If this course ran on an experimental basis, indicate the course number: N/A

**Rationale:**  
 Recent additional content requirements to meet transfer agreements including MCAT learning outcomes require an additional credit added to the course. RIC already has a 4-credit version of General Psychology and URI has voted to move to 4-credits as well.

**CATALOG DESCRIPTION (include old and new):**

**OLD:**

This course is a survey of the core areas of the science of psychology. Emphasis is placed on theories, methods and findings concerning learning, motivation, physiology, sensation-perception, social behavior, personality, behavior disorders and therapies. *Lecture: 3 hours*

**NEW:**

This course is a survey of the core areas of scientific psychology. Emphasis is placed on the theories, methods, and findings concerning biopsychology, sensation-perception, consciousness, development, learning and memory, motivation and emotion, thinking and intelligence, social behavior, personality, health psychology, and behavior disorders. Contemporary controversial issues are also addressed and critically examined. *Lecture: 4 hours*

**PREREQUISITE:**

None

*List course number, title and reading level*

**CO-REQUISITE:**

None

*List course number, title and reading level*

**TRANSFERABILITY: Is this course intended for transfer to the following institutions:**

RIC

URI

Other, please specify J & W; PC; Roger Williams

**How does the course align with existing transfer agreements? Please list the specific course(s) at sister institution this proposed course will match.**

Will match with proposed changes.  
URI = PSY-113 General Psychology  
RIC = PSYC-110 Introductory Psychology

**Student Learning Outcomes/Educated Person:**

The learning outcomes of specific courses foster multiple perspectives which contribute to the acquisition of desired graduate outcomes as well as to inform and deliver discipline related content.



***On the next page entitled “Student Learning Outcomes”***

- Please delineate the major learning outcomes for the proposed course. Each learning outcome should be written in a format that follows the statement “as a result of this course, a student will be able to:”
- Indicate what techniques/methods will be used to achieve these student learning outcomes?
- List how will the student learning outcomes be assessed?

## Community College of Rhode Island Student Learning Outcomes

**Course Title:** General Psychology

The learning outcomes of specific courses are to foster multiple perspectives that contribute to the acquisition of desired graduate outcomes as well as to inform and deliver discipline related content.

Please delineate below the major learning outcomes for the proposed course. Learning Outcomes should be written in a format that follows the statement: "as a result of this course, a student will be able to..."

Item #	STUDENT LEARNING OUTCOMES	TECHNIQUES/METHODS USED TO ACHIEVE OUTCOMES	TYPE(S) OF ASSESSMENT USED TO DETERMINE THE DEGREE TO WHICH THE OUTCOMES ARE ACHIEVED
1	<p><b>Knowledge Base:</b> Demonstrate your <u>knowledge</u> and <u>understanding</u> of the key terms, principles, findings, historical trends, theories, and notable individuals who have contributed to the development of Psychology.</p>	<p>Assigned readings, lecture, video analysis, case studies, group discussion, formative quizzes and assignments.</p>	<p>Objective exams, short essay questions, graded case studies.</p>
2	<p><b>Application:</b> Demonstrate your ability to apply your knowledge of psychological concepts and principles to real life cases and issues.</p>	<p>Assigned readings, lecture examples, video analysis, case studies, group discussion, formative quizzes and assignments.</p>	<p>Objective exams, short essay questions, graded case studies.</p>
3	<p><b>Critical Thinking:</b> Demonstrate your ability to critically evaluate claims, research, and controversial issues using scientific reasoning, evidence, and your knowledge and understanding of the strengths and weaknesses of the research and assessment methods used in Psychology.</p>	<p>Assigned readings, lecture examples, video analysis, case studies, group discussion, formative quizzes and assignments.</p>	<p>Objective exams, short essay questions, graded case studies including video analysis.</p>
4	<p><b>Diversity:</b> Demonstrate your knowledge and understanding of differences across individuals, gender, race, and socio-cultural membership.</p>	<p>Assigned readings, lecture examples, video analysis, case studies, group discussion, formative quizzes and assignments.</p>	<p>Objective exams, short essay questions, graded case studies.</p>

# COURSE PROPOSAL

## CCRI Definition of an Educated Person: Four Abilities

The Community College of Rhode Island recognizes four critical areas that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI, but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences.

Since individual courses provide the opportunity to gain knowledge in these four critical areas, it is essential to understand which areas are to be covered in each course. In each of the four areas below, please indicate in the Item(s) # box next to each critical element, the Item #(s) from the previous page (Student Learning Outcomes) which supports the Educated Person Ability that is covered.

		Item(s) #
1.	<b>Effective Communication</b>	
	a. Use standard English grammar and mechanics	
	b. Create work that addresses a given purpose and context and responds to the target audience	
	c. Present a central idea, supported by concrete, relevant details	
	d. Establish a clear and consistent sequence of ideas	
2.	<b>Critical Thinking</b>	
	a. Identify and analyze complex ideas	1, 3
	b. Determine a research focus and the nature and scope of information needed	3
	c. Locate, evaluate, and use information effectively	2, 3
	d. Draw logical conclusions from information	2, 3
	e. Express well-reasoned or innovative perspectives	2, 3
3.	<b>Quantitative, Mathematical and Scientific Reasoning</b>	
	a. Demonstrate an understanding of mathematical, quantitative or scientific principles.	1, 2, 3
	b. Apply a scientific approach in asking questions	1, 2, 3, 4
	c. Apply mathematical, quantitative, or scientific principles in solving problems	2, 3
	d. Interpret numeric information in graphical forms	1, 2, 3, 4
4.	<b>Social Interaction</b>	
	a. Evaluate ethical dimensions of decisions	1, 2, 3
	b. Use teamwork to accomplish tasks in groups	2, 3
	c. Demonstrate an understanding of global, cultural and historical perspectives.	1, 3, 4

**Note:** With respect to the four abilities listed above, the level of attainment achieved should reflect the needs of the specific program. It is not necessary that individual courses address each outcome, yet, in total, all courses required by a program of study must together meet these goals.

**ADMINISTRATIVE PLANNING**

Indicate the locations where the course will be offered (check all that apply):

Knight X      Flanagan X      Liston X      Newport X  
Shepard X      Westerly X      Off-Campus X      DL X      Hybrid X

Indicate time of day this course will be offered:

Days X      Evenings X      Weekends X      Web X

Indicate semester(s) the course will be offered:      Fall X      Spring X      Summer X

Indicate the course scheduling format:      15 weeks X      5 week module \_\_\_\_\_      Other 6 week Summer

REQUESTED START DATE: 09 / 01 / 2017

**FINANCIAL:**

Will this course necessitate purchasing new capital equipment?      Yes       No

If yes, type and source of funding for purchase:

N/A

Specify amount and type of additional operating funds required to support this course, including any software:

N/A

Will students be required to use a lab as part of the course?      Yes       No

If yes, specify lab characteristics and lab preference (e.g., public computer lab, electronic classrooms, specific science lab, etc.):

Will course require a lab fee?      Yes       No

Explain the reasons for requesting a lab fee. List specific items requiring replacement each semester/year.

**ADMINISTRATIVE PLANNING** continued:

**Do current full-time or adjunct faculty possess requisite education/experience? Specify additional/unique training that may be required.**

Some adjuncts may need additional Web based training on LaunchPad, Connect, or Blackboard platforms. To be accomplished Spring 2017 and Summer 2017.

**Will additional staff hiring be required to implement this course proposal?** Yes  No

**If yes, specify requirements/skills:**

Only need two faculty positions already approved in budget. As long as we get our replacement positions we will be all set.

**What additional books, periodicals, data bases or other resources are needed in the Library to support the course?**

None

**If another department(s) will be impacted by this course offering, indicate the department(s) involved, the potential impact, and the principals involved in these discussions.**

See departments requiring General Psychology above. May increase required program credit by 1.00 unless absorbed by elective credit. Chairs: Sharon Perkins, Jeanne McColl, Hilary Jansson, Kimberly Crealey Rouillier, Carol Patnaude, Steve Murray.





***Proposed Course Syllabus Components  
For All New & Revised Course Proposals Beginning 1/2013***

**Course Title, number, section #, credit hours (lecture, lab)**

**Semester and Year**

**Instructor Name**

**Instructor Contact Information:**

Class location information (Room #, meeting time, etc.)

Email: (CCRI email)

Office: (Campus location, room number)

Office Phone: (other phone numbers)

Office Hours:

Departmental Administrative Support: (Name, Phone number and Email)

**Course Description (Course prerequisites if any)**

**Course delivery mode (hybrid, online, or Bb enhanced)**

**Course expectations –**

In addition to any specific expectations you wish to highlight, state that students are responsible for following the policies set forth in the Student Handbook

([http://www.ccri.edu/advising/student\\_services/handbook.html](http://www.ccri.edu/advising/student_services/handbook.html)) and College Catalog

(<http://www.ccri.edu/catalog/>)

**Student Learning Outcomes (as approved by the department and/or Curriculum Committee)**

**Required textbooks and materials (include ISBN when available)**

Recommended student materials

Textbook materials on Library reserve and/or electronic resources

Statement about requirements for accessing computer, Internet, and specific hardware or software requirements if applicable

**Grading Scale and policies (college policy)**

Assessment Criteria (For example, written and oral reports, tests, homework, lab reports, projects, etc.)

Policies on late or make-up work

Academic integrity statement (plagiarism, use of cell phones/electronic devices

Attendance policy

On-campus meeting requirements for online and hybrid courses

**Calendar of weekly course topics**

Schedule of course topics and assessments with due dates when possible.

**Services for Students with Disabilities**

Any student with a documented disability may arrange reasonable accommodations. As part of this process, students are encouraged to contact the office of Disability Services for Students as early in the semester as possible (<http://www.ccri.edu/dss/index.shtml>).

***This syllabus is subject to change at any time at the discretion of the instructor. Students are responsible for keeping current with changes made to this syllabus.***

# GENERAL PSYCHOLOGY (4-CRS)

FALL 2017

**Instructor:**

Dr. Raymond A. Kilduff  
Professor and Chair: Psychology Department  
Flanagan Campus, Lincoln, RI 02865

**Office:** Rm. 2358  
**Phone:** 401-333-7262  
**Email:** [rkilduff@ccri.edu](mailto:rkilduff@ccri.edu)

**Lincoln Office Hours:** MWF 10-12 noon

**Required Text:** *Discovering Psychology (7th Edition)*  
by Hockenbury and Hockenbury  
Published by Worth Publishers  
(Package includes Launchpad Access free)

**Course Description:** This course is a relatively comprehensive introduction to the scientific study of behavior and mental processes. Psychology is a very diverse field with many different specializations. Each week a different subfield is explored with emphasis on important questions, problems, and research findings. Psychology as a science has produced a significant knowledge base that has many applications to our personal lives. I will point out these applications as often as I can. Current controversial issues are also considered and evaluated.

**Required Prerequisite:** College level reading strongly recommended.

**Course Delivery Mode:** This is a traditional lecture based course. In terms of my role, General Psychology is primarily a lecture course. Each lecture is designed to: (1) review important and controversial material presented in the text, (2) expand on topics superficially covered in the text, and (3) introduce new or updated material. There are also a number of classroom activities and cases (e.g. videos and written cases) that are analyzed and may appear on exams. The online platform "Launchpad" is also utilized extensively in this course.

**Primary Learning Outcomes:** After successfully completing this course, you will be able to:

1. **Knowledge Base:** Demonstrate your knowledge and understanding of the key terms, principles, findings, historical trends, theories, and notable individuals who have contributed to the field of Psychology.
2. **Application:** Demonstrate your ability to apply your knowledge of psychological concepts and principles to real life cases and issues.
3. **Critical Thinking:** Demonstrate your ability to critically evaluate claims, research, and controversial issues using scientific reasoning, evidence, and your knowledge and understanding of the strengths and weaknesses of the research and assessment methods used in Psychology.
4. **Diversity:** Demonstrate your knowledge and understanding of differences across individuals, gender, race, and socio-cultural membership.

**Course Expectations:** Students are expected to obtain the required textbook by the end of the first week of school. In addition, students are expected to complete reading, practice quizzes, and other assignments when due. Some of the reading material will not be considered in class but will appear on your exam.

Besides meeting the additional course expectations listed below, students are also responsible for following the policies set forth in the *Student Handbook* ([http://www.ccri.edu/advising/new\\_students/student\\_handbook/](http://www.ccri.edu/advising/new_students/student_handbook/)) and *College Catalog* (<http://www.ccri.edu/catalog/>).

**Services for Students with Disabilities :** Any student with a documented disability may arrange reasonable accommodations. Students are encouraged to contact the office of Disability Services for Students as early in the semester as possible (<http://www.ccri.edu/dss/index.shtml>).

**Attendance Policy:** The primary purpose of the lectures is to prepare you for your exams, so class attendance is very important. Students are also expected to come to class on time. Students missing classroom graded activities will not be able to make them up. **Note:** Anyone missing four or more classes will be withdrawn from the course (**Department MAP requirement**)

**Visitors in Class:** Please note that CCRI prohibits anyone from attending class who has not paid for a seat. Children and friends are allowed on campus but not in class.

**Grading Scale and Policies:** Your final grade will be determined by your performance on 4 exams and several classroom graded activities. Note the following:

1. **Exams:** Each exam is made up of multiple-choice questions testing knowledge from:
  - a. Reading assignments (including material not reviewed in class).
  - b. Lecture material (including classroom activities)
2. **Assignments:** Short essay type - (1) video analysis (2) Critical thinking about controversial issues

Final grades will be determined using the following point system:

<u>Source</u>	<u>Points</u>
Exam 1 to 3	300 (100 points each)
Assignments	100 (LaunchPad Assignments)
<b>Total</b>	<b>400</b>

**Minimum Points Needed for each Passing Grade:**

A = 372, A- = 360, B+ = 348, B = 332, B- = 320, C+ = 308, C = 280, D+ = 268, D = 240

**Weekly Practice Quizzes (LaunchPad):** Best way of testing your command of the reading material.

**Make-up Exams:** A student missing one exam due to an emergency or severe illness will be allowed a make-up. No additional exam make-ups are allowed. A student must make-up an exam within one week of returning to school. Missed exams are graded as a "0" until a make-up is completed. Make-up exams are given by appointment.

Please note: If a student misses a scheduled make-up, no additional make-ups will be allowed.

**Lecture Plan, Exam Dates, and Reading Assignments\***

<b>Week</b>	<b>Topic</b>	<b>Chapters**</b>
1	Introduction (What is Psychology?)	1
2	Research Methods (Critical Thinking)	2
3	Biological Psychology (Brain and Behavior)	3
4	Sensation-Perception (Vision and Vision Based Disorders; Pain)	4
5	Consciousness (Attention, Sleep, Dreams, Sleep Disorders)	5
	<b>Exam 1 (Readings &amp; Lecture Material)</b>	TBA
6	Learning (Change via experience)	6
7	Memory (Systems, Disorders, Eyewitness testimony problem)	7
8	Intelligence (Decision making bias, Issues, and Disorders)	8
9	Developmental Psychology	9
	<b>Exam 2 (Readings &amp; Lecture Material)</b>	TBA
10	Personality (Individual Differences)	10
11	Social Psychology (Social Cognition and Social Influence)	11
12	Health Psychology (Stress and Coping Systems)	12
13	Psychological Disorders (DSM-5; What is abnormal?)	13
14	Therapy (Behavior Change, Prevention)	14
15	<b>Exam 3 (Readings &amp; Lecture Material)</b>	TBA

\* Any changes to the syllabus will be sent to students via email and announced in class.

\*\*Except for the first class, reading is required before the class meets to consider topic.