

## Request for Courses in the Core Curriculum

Originating Department or College: Psychology and Communication

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Course Number and Title: PSYC 2301- Introduction to Psychology

Please attach syllabus as a separate document. (If this is a new or substantially changed course, it will require University Curriculum Committee approval.)

List the student learning outcomes for the course (i.e., statements of what students will know and/or be able to do as a result of taking this course and include the Core-Curriculum Learning Objectives (CCLOs) addressed.

**Student Learning Outcomes (SLOs):** Upon completion of this course students should be able to:

- 1). Write effectively about theories, concepts, and current research pertaining to psychology.
- 2). Demonstrate an understanding of the scientific method through a cohesive group presentation.
- 3). Orally communicate ideas and analyze research utilizing presentations and group discussions.
- 4). Design and conduct a psychological research project.
- 5). Critically examine and interpret results from a psychological research project.
- 6). Explain how human behavior affects the social welfare of others by understanding its cultural implications.

**Core Curriculum Learning Objectives (CCLOs):**

- 1). Critical Thinking Skills: Includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLO# 1, 2, 3, 4, 5, & 6).
- 2). Communication Skills: Include effective development, interpretation, and expression of ideas through written, oral and visual communication. (SLO# 1, 2, 3, 4, 5, & 6)
- 3). Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (SLO# 1, 2, 3, 4, 5, & 6).
- 4). Social Responsibility: Includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (SLO# 1, 4, & 6).

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

- |  |   |
|--|---|
| <input type="checkbox"/> Communication                   | <input type="checkbox"/> American History                       |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political Science           |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input checked="" type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts                   | <input type="checkbox"/> Component Area Option                  |
| <input type="checkbox"/> Life & Physical Sciences        |   |

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking               | <input type="checkbox"/> Teamwork                         |
| <input checked="" type="checkbox"/> Communication Skills            | <input type="checkbox"/> Personal Responsibility          |
| <input checked="" type="checkbox"/> Written Communication           | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Oral Communication              |   |
| <input type="checkbox"/> Visual Communication                       |   |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills |   |

Because we will be assessing student learning outcomes across multiple core courses, assignments in your course must include evaluation of the relevant core competencies. For each competency checked above, indicate 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 be required to conduct an unobtrusive observation on a behavior or behaviors of interest. As a group, they will decide and operationally define the behavior in which they choose to observe. Students will have to use the scientific method by forming a research question, collecting literature of the behavior, forming a testable hypothesis, and conducting methodology (participants, design, materials, procedure, results, and discussion). This outcome will be evaluated using a critical thinking rubric. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

Communication Skills: As part of the observation, students will report their findings in an oral and written report. The PowerPoint presentation will consist of an 8-10 minute oral discussion of their project and findings. The oral and written components will be judged using the university communication rubric. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

Empirical & Quantitative Skills: Students will be required to collect general information on the behavior of interest. This will include overall frequencies, means, and percentages. Presentation of charts and graphs will be assessed as part of their presentation, as well as their quantitative report on their written report. Students will have to evaluate their collection of data and form conclusions as to whether their initial hypothesis was or was not supported. In order to assess students' empirical and quantitative skills a university-wide rubric will be used. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

Social Responsibility: In accordance with the observation's oral and written components, students will evaluate as to how these behaviors affect the social environment. They will answer questions such as, "What are the behavior's social and cultural implications?", and "From a cultural perspective, why do individuals perform certain behaviors"? The social responsibility rubric will be used to assess knowledge of cultural self-awareness, knowledge of cultural worldview frameworks, empathy, verbal and non-verbal communication, curiosity, and openness. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

Will the syllabus vary across multiple sections of the course?    \_\_\_ Yes                            X No

List the assignments that will be constant across the sections:

Reviewed and approved by the Core Curriculum Committee on March 22, 2013.