

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process. Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR RESUBMIT PROPOSALS: 4 November 2005

Please answer the following questions:

Check Only One:

☐ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

☐ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Dr. Timothy R. Marshall, Chair, Psychology Department, tmarshall@cnu.edu, 594-7994

2. In any given semester, how many sections of this course is your department willing to offer?

Six to eight sections each semester. The department will adjust number of sections to accommodate university needs.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

PSYC 202: *Investigating the Social Context of Behavior and Cognition*. This course provides an overview of the social science side of psychology, concentrating on the history and systems of psychology, research methods, human growth and behavior, emotions, stress & health, personality, psychological disorders, therapy, social psychology, and industrial/organizational psychology. These topics are discussed in the contexts of social, cultural and psychological influences on human behavior and mental processes. Such influences may include (but are not limited to) heredity, neurological influences, and institutions such as the family, workforce, society, and culture. You will develop a foundation for understanding psychology and will be introduced to a variety of disciplines within psychology.

4. Check the learner objectives below that the course will address. The first objective is required and every

proposal must include at least two more objectives from the list below.

☐ Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**) (see 5a. below)

☐ Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies

☐ Identify an institutional or societal structure (or structures) and its (or their) influence on individuals (see 5b. below)

☐ Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society) (see 5c. below)

☐ Recognize the influence of societal or cultural context on self and others as individuals (see 5d. below)

☐ Objectively and critically evaluate concepts of self and individuality (see 5e. below)

AREAS OF INQUIRY

IDENTITY, INSTITUTIONS, AND SOCIETIES

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) Students in this course will identify and examine the social, cultural, biological and psychological influences on individuals' behavior and shapes their mental processes. Such influences may include (but are not limited to) heredity, neurological influences, and institutions such as the family, workforce, society, and culture. Thus, this course meets the required objective by demonstrating concepts, patterns, and

issues that affect individual thought (**Required Objective 1**).

b.) Students will look at the role of individuals in family, society and the workforce. Thus, we examine how the nature of work influences individuals, how family roles influence individuals, and how society in general influences individuals (**Objective 3**).

c.) Because this course identifies and examines multiple influences on individuals, it provides an ideal context to compare and contrast the effects of these concepts, patterns and issues on individuals. We examine how individuals' roles fit into society and how the roles are shaped by society (**Objective 4**).

d.) This course examines social, familial, and cultural influences on individuals, thus it will enable students to recognize the influence of societal or cultural context (including the family) on self and others as individuals (**Objective 5**).

e.) This course points out the complexity of influences on individual development and leads students to consider and evaluate their prior notions of "self" and "individual" in light of research findings regarding human behavior and development. Thus, this course provides the ideal context in which students can objectively and critically evaluate concepts of self and individuality (**Objective 6**).

6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):

- ☐ Participating in class discussion and debate
- ☐ Engaging in teamwork and other collaborative exercises
- ☐ Writing analytical or evaluative papers, perhaps incorporating original research
- ☐ Making oral presentations
- ☐ Creating an artistic product or a performance
- ☐ Participating in fieldwork
- ☐ Other means – please identify: **Demonstrating knowledge of course concepts and applying course concepts to real-world situations on examinations**

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these

objectives will be accomplished.

See attached

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

☐ Oral Communication Literacy: class discussion and debate; some sections may require oral presentations, although this is not a requirement for all sections.

☐ Information Literacy: when discussing research methods in psychology (a component of all courses in the psychology curriculum), students will learn to critically evaluate sources of information on human behavior and mental processes (from a variety of media sources)

☐ Writing Literacy: some sections may require written summaries of research articles in psychology or research papers on a particular course-relevant topic. However, this is not a requirement for all sections.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan

This course connects to the Vision 2010 Priority I, A Vital Curriculum, specifically with respect to Goal B, Strategies 1 and

2, which focus on the vibrant and changing nature of knowledge and developing analytical and integrative thinking in

students. This course will enable students to understand that knowledge in the discipline of psychology is continually refined

as new research findings emerge. Additionally, students will learn that there are multiple, interactive influences on human

behavior and mental processes, rather than simple, one-factor explanations. In other words, students will learn to be more

critically analytical of influences on human behavior and mental processes and integrate multiple features into explanations

for behavior. This course also connects to the Vision 2010 Priority II, A Culture of Student Learning and Engagement,

specifically with respect to Goal E, Strategy 1, which is to prepare students to succeed in a diverse and global

society. By providing students an understanding of individuals and the multiple influences on them in society, students will be better

prepared to deal with individuals in a variety of contexts once they leave CNU.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please

submit in electronic and hard copy form.

☐ Area of Inquiry Course Proposal Form

☐ Syllabus for the Course

☐ Undergraduate Curriculum Committee Course Proposal Form

Investigating the Social Context of Behavior and Cognition

Psychology 202, Spring 2004

Instructor: Dr. Tim Marshall

Office: 108 Wingfield

Office Hours: MWF 2-3pm, T-TH 9-10 am or by Appointment

Telephone: 594-7994

email: tmarshal@cnu.edu

Text: Psychology (4th Edition)

Author: Davis and Palladino

Course Description

This course provides an overview of the social science side of psychology, concentrating on the history and systems of psychology, research methods, human growth and behavior, emotions, stress & health, personality, psychological disorders, therapy, social psychology, and industrial/organizational psychology. These topics are discussed in the contexts of social, cultural and psychological influences on human behavior and mental processes. Such influences may include (but are not limited to) heredity, neurological influences, and institutions

such as the family, workforce, society, and culture. You will develop a foundation for understanding psychology and will be introduced to a variety of disciplines within psychology.

The course format will consist of lectures, class discussions, small-group activities.

Course Objectives

Students in this course will identify and examine the social, cultural, biological and psychological influences on individuals' behavior and how these influences shape individuals'

mental processes. Such influences may include (but are not limited to) heredity, neurological influences, the family, peer groups, institutions, society, and culture. We will strive to understand and be able to apply the scientific approach to the study of psychology. In the process we will compare and contrast the major theoretical approaches in psychology examining the psychology of individuals in family, society and the workforce. We will see how

individuals' roles fit into society, culture and the family and how society, culture and family interactions shape the individual. This course points out the complexity of influences on individual and leads students to consider and evaluate their prior notions themselves in light of

research findings regarding human behavior and development. Additionally, in this course we

will identify, define, and learn to use appropriately the vocabulary of psychology.

Course Requirements

I will be taking attendance at every class. Classes during the semester will go by quickly. Make sure you keep current in your reading. You are expected to attend all classes. If you miss class, you are responsible for getting the missed information from other students and getting announcements made during your absence. **I WILL NOT GIVE OUT NOTES OR PROVIDE MAKE-UP INFORMATION.**

My lectures **DO NOT** repeat the material in the textbooks and I **will not** provide make-up notes. **Half the examination questions are from the books and half the questions are from my lectures.** Additionally, you must be in attendance to participate in the class discussions and small-group activities. You are responsible for reading all assigned text information and to know that information, as well as the information presented in the class. Some of the information in the text will not appear in the lectures but you are responsible for both class and text information. One of the most common student problems for students earning the grade they desire is the student's decision to read the text quickly and superficially,

and to miss several classes. Students who regularly attend class are generally the ones who earn A's and B's.

You will be evaluated on your understanding of the material in the *book and in the lectures* by way of **Four** multiple choice and short answer tests, each worth **25%** of the course grade. The final examination will not be cumulative. By taking this class you are agreeing to take the tests at their scheduled times. **NO** make-up tests will be given unless it is an **ABSOLUTE EMERGENCY**. Absolute emergencies do not include road trips. *I do not plan to allow make-up tests for students wanting to leave early for breaks.* If an emergency does occur and you miss an exam, **it is your responsibility** to notify me **BEFORE** the exam. Only in rare cases will I allow a make-up test if you do not notify me before the exam.

Grades will be assigned with the Plus/Minus grading system. You will earn grades in this class through correctly answering the following percentage of the total examination questions.

100% to 93% A 76 to 73 C

93 to 90 A- 72 to 70 C-

89 to 87 B+ 69 to 67 D+

86 to 83 B 66 to 63 D

82 to 80 B- 62 to 60 D-

79 to 77 C+ below 60 Fail

If you have difficulty studying for the tests or making a good grade Please come by my office to talk. I may be able to help.

Please note: For the examinations you will have to provide your own Scantron Sheets and #2 pencils. You will be given 50 minutes to complete the test. Scantron Sheets can be purchased in the bookstore.

In addition, **extra credit** is available. The extra credit will be given for participation in two Research projects. Sign-up for extra credit is in the main lobby of Wingfield. Each research project is worth 1.25% extra credit. Alternatively, students may get extra credit by reviewing published research articles (see below). All extra credit must be completed by Tuesday, April 19. Extra credit can add a total maximum of an additional 2.5% on top of your grade (**no more**). So, if you are earning an 88% (B+) on the tests in this class the extra credit will push your grade to a 90.5% (A-). Grades will be assigned with the Plus/Minus grading system.

Class behavior

You should know the University Honor code. You are now at a point in your education

when you need to start taking more responsibility for learning. Any learning that you do from now on will demand that you become invested in the learning process. You will have to know the information presented in this class and textbooks for your next classes in Psychology. If you do not learn the information in this class you will have to learn information on your own, and take the responsibility for what you know and what you do not know.

Please conduct yourself in a responsible and civil manner. You are expected to treat other students and the professor with mutual respect and courtesy. I will treat you as adult who has my respect and as an individual who has chosen to make an honest attempt to learn the material in this class. **If you want to talk about personal items please do that outside the class not during the class. If you choose to talk about personal items during the class, I will demand that you leave the classroom.**

If you have a Cellular phone or beeper, turn them off while you are in class. We cannot allow cellular phones and beepers to disturb the classroom.

Cheating and Plagiarism of any form will not be tolerated. Consist with Christopher Newport University's established Honor Code, students who are found to have cheated or plagiarized major assignments will **FAIL** this course and their name will be forwarded to the Dean of Students. CNU's Honor Code is established to encourage an environment of intellectual development, personal growth and integrity. This Code for Academic Work is found in the Student Handbook. The Honor Code will be strictly enforced in this course.

Students with Disabilities

If you believe that you have a disability, you should make an appointment to see me to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services in the Academic Advising Center, Room 125, Administration Building (Telephone 594-8763).

To a large extent the accommodations allowed for a disabling condition are determined by the Academic Advising Center. A student has the right to withhold disclosure, but the requirement for reasonable accommodations by CNU begins at the time the student's need for accommodation is determined and is not retroactive.

Below is a tentative schedule. Please note that we may be forced to alter the timing of this schedule to accommodate emergencies

Tentative schedule

DATE LECTURE TOPIC CHAPTER

Jan 16-20 Introduction Syllabus

Review of methods Ch. 1

Jan 23-27 Individual Development Ch. 9

Jan 30-Feb 3 Development, Sex & Gender Ch. 9 & 10

Feb 6-10 Sex & Gender Ch. 10

Feb. 10 TEST 1 (Ch. 1, 9 & 10)

Feb 13-17 Personality Ch. 11

Feb 20-24 Personality Ch. 11

Feb 27-Mar 3 Psychological Disorders Ch. 12

March 6-8 Psychological Disorders Ch. 12

March 10 TEST 2 (Ch. 11 & 12)

March 12-19 Spring Break !!!!!

March 20-24 Therapy Ch. 13

March 27-30 Therapy & Health Psychology Ch. & 14

April 3-7 Health Psychology & Emotion Ch. 14, & Ch. 6

April 7 TEST 3 (Ch. 13 & 14)

April 10-14 Social Psychology Ch. 15

April 17-21 Social Psychology Ch. 15

April 24-28 Industrial/ Organizational Psyc Ch. 16

Friday May 5 8am-11am **TEST (Ch. 15 & 16)**

Investigating the Social Context of Behavior and Cognition

Extra credit project 2

Spring 2004

Extra credit is due Tuesday, April 24.

Read research articles from a recent Psychology journal (last 5 years). Then write a short paper explaining what the article is about and what you thought about the article. Your reviews

should be no more than 1000 words (about four typed double-spaced pages). **PLEASE TAKE**

NOTE: I will not allow a Psychology Today article nor an article from a magazine. I want you to find a real RESEARCH Psychology Journal. If you are in doubt ask me.

You **MUST** include in your papers:

A. The name of the journal, title and authors.

B. Introduction

1. Briefly describe the topic of the research. Summarize the most pertinent past research.

2. What additional information is the present research supposed to add?

3. State the study's hypothesis or hypotheses.

C. Method

1. Who were the subjects? Were they selected in any specific manner or by any criteria? Were any subjects excluded from participation? If so, why?

2. What is the setting of the study?

3. List all of the variables being studied.

D. Results

1. What statistics were used?

2. Explain how the results support or do not support the hypotheses.

E. Discussion

1. What major conclusions do the authors draw?

2. How are their findings related to prior research?

3. Do you think the conclusions follow logically from the results?

4. Do the authors suggest any implications of these findings? If so, what?

5. Do the authors suggest any future research to clarify the work?

F. Your thoughts

1. What did you think of this research?