

Outcomes Syllabus Template

PSY201 – Change Course Number and Put Title Here

COURSE DESCRIPTION -

Put description here if it's a new course. Otherwise the description is already on file.

Credit Course Total Credits - 4 Lecture - 4

COURSE TEXT AND REFERENCES -

General undergraduate psychology text chosen by the full-time instructor. This is optional

COURSE SCHEDULE -

The class meets for 4 lecture/presentation hours per week or an equivalent. This is optional

EVALUATION INFORMATION -

Periodic written examinations, written assignments, and a written final examination will be used to evaluate student understanding of the course material. Other activities may be used to evaluate comprehension and application. This is optional

STUDENT EXPECTATIONS -

Don't worry about this – It will automatically be inserted. DISABILITIES STATEMENT - Persons having questions about or requests for special needs and accommodation

should contact the Coordinator of Special Needs at Blue Mountain Community College, 2411 N.W. Carden Pendleton OR 97801, Phone 541-278-5931 or TDD 541-278-2174. Contact should be made 72 hours in advance of

Course Learning Outcomes: Need on outcome per hour of class (*designates a CRUCIAL goal)

- 1A The student will [define psychology.] Replace what is in the bracket with verb/adjective/subject so the statement would make sense with only verb/subject
- 2A The student will
- 3A The student will be sure to use a variety of verbs so the course has interest
- 4A The student will
- 5A The student will
- 6A The student will
- 7A The student will
- 8A The student will
- 9A The student will
- 10A The student will describe neural transmission. This is a good example
- 11A The student will list the steps in neural transmission. This is a poor example. Should be:
- 12A The student will list neural transmission steps.
- 13A The student will
- 14A The student will
- 15A The student will
- 16A The student will
- 17A The student will

- 18A The student will
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- 35A The student will
- 36A The student will
- 37A The student will
- 38A The student will
- 39A The student will
- 40A The student will
- 41A The student will
- 42A The student will

Performance Objectives: This is what a successful student will do when tested. There should be 5 to 10 Performance Objectives. Every outcome above must be “linked” to a Performance Objective

13A The student will define psychology, demonstrate an understanding of psychological perspectives, and an understanding of psychology as a science. Also student will describe biological basis of neural transmission, the various structures of the brain and their interrelationships. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

Applies to the following goal(s):

1A These are the outcomes upon which will be tested. Just put the outcome number – the database will add the verbage automatically

- 2A explain how psychology is a science
- 3A name and describe the different perspectives of psychology
- 4A provide a brief historical timeline of psychology
- 5A outline the five (5) stages of the scientific method
- 6A match descriptions with psychological types of research designs
- 7A discuss ethical concerns and biases in psychological applications and research
- 8A explain the role of genetics in psychological behavior and experience
- 9A describe the structure of the nervous system
- 10A describe neural transmission

- 11A list the steps in neural transmission
- 12A discuss the structures of the brain, their functions & their relationship
- 13A differentiate between the hemisphere lateralization of the brain
- 27A The student will define and describe processes of sensation and perception and will demonstrate an understanding of the functions, structures, and theories of various types of conscious; including difficulties/abnormalities. Also the student will describe the classes of psychoactive drugs; including their method of action and effects. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

Applies to the following goal(s):

- 14A distinguish between sensation and perception
- 15A state the common psychophysics of the external senses
- 16A state the unique characteristics of each of the external senses
- 17A distinguish between top-down & bottom up perceptual processing
- 18A label various examples of gestalt and learned perceptual groupings
- 19A define perceptual set
- 20A describe the types, functions and structures of consciousness
- 21A outline characteristics of each of the stages of sleep
- 22A define REM
- 23A discuss various sleep disorders
- 24A list consequences of sleep debt
- 25A distinguish between theories explaining the meaning & purpose of dreams
- 26A list and describe the classes of psychoactive drugs
- 27A identify the action & consequences (eg. addiction, overdose) of psychoactive drugs
- 41A The student will describe various forms of learning; including classical conditioning, operant conditioning, and cognitive learning. Also the student will discuss various types and functions of memory and will recognize various reasons for forgetting. The student will discuss intelligence including theories and methods of testing and will describe problem-solving and creativity. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

Applies to the following goal(s):

- 28A describe classical conditioning
- 29A describe operant conditioning
- 30A discuss positive & negative reinforcement
- 31A discuss positive & negative punishment
- 32A apply various reinforcement schedules
- 33A illustrate cognitive learning
- 34A discuss types and functions of memory
- 35A recognize various reasons for forgetting
- 36A distinguish between repressed, flashbulb, and false memories
- 37A apply learning and memory principles to improve study skills
- 38A define intelligence
- 39A discuss theories of intelligence
- 40A define creativity
- 41A describe problem-solving strategies
- 42A The student will provide real-world examples that illustrate psychological concepts such as biological influences on behavior and thought, sensation and perception, consciousness, learning, memory, intelligence, and problem-solving. Performance will be satisfactory if the student can provide clear examples of psychological concepts in their own lives or the lives of other individuals.

Applies to the following goal(s):

- 42A provide real-world examples that illustrate psychological concepts