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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Owens Community College

Course(s) Submitted(Title & Course #) General Psychology PSY 101 for
Ohio Articulation Number OSS 015

Date 2/1/06 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Bruce Busby Title Associate Vice President, Academic Services

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Toledo, OH 43699-1947

E-mail Bruce_Busby@Owens.edu

Phone 567-661-7567

Fax 567-661-7366

Credit Hours 3 qtr _____ sem 3

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

N/A

Placement Score (if applicable)

(Name of test)N/A

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

<p>Students in this introductory course are presented with an overview of topics relevant to contemporary psychology. Information will be presented about learning, motivation, physiology, abnormal behavior and therapy, intelligence, sleep/dreams, altered states of consciousness, social behavior, human growth, and personality</p>
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development.

Texts/Outside Readings/Ancillary Materials

1. Plotnik, R. *Introduction to Psychology, 7th Edition*, CA: Brooks-Cole Pub. Co., 2005.

2. Enos, M. *Study Guide*, California: Brooks-Cole Pub. Co., 2005.
(optional but recommended). The *Power Study* CD is also recommended.

Course Objectives and/or Plan of Work

GENERAL OBJECTIVES

This is an introductory course stressing breadth rather than depth of coverage. It is designed to acquaint students with some of the many different areas of psychology, not to provide psychological therapy or teach students how to do psychological therapy. It will generally include various psychological issues and theories which relate to human functioning.

SPECIFIC LEARNING OBJECTIVES

1. To introduce the students to general psychology through lectures, activities, discussions, demonstrations, and readings.
2. To encourage the student to learn more about psychology, himself or herself, and those around us.
3. To point out to the student that while this course may well offer much of a practical nature, he or she should expect to acquire from it only a basic understanding of psychology, not profound knowledge, critical skills, or analytical insights.
4. Specifically, the student should be able:
 - A. To define the fundamental concepts and basic vocabulary found in the text.
 - B. To compare and contrast various theories and issues (and their implications) through topics of learning, perception, emotions, personality, thinking, personal adjustment, intelligence, physiology, and methods.
 - C. To identify how individuals are similar and how they are different from one another in terms of perception, intelligence, learning, emotions, adjustment, personality, and human growth.
 - D. To recognize and discuss how a few major theories are used to explain human behavior.
 - E. To begin to recognize author biases in various writings as they relate to psychology and to be able to anticipate the possible implications of these biases.
 - F. To explore and discuss popular aspects of psychology as they pertain to the individual.
 - G. To classify various types of behavior disorders, their possible causes, and the various remedies used in attempting to treat them.
 - H. To discuss the group factors that impinge upon and affect the behaviors and attitudes of individuals.
 - I. To explain the factors in psychological experimentation, how experiments are designed, and how results may be interpreted.

Description of Assessment and/or Evaluation of Student Learning

Evaluation will be accomplished through exams and activities.

Master Syllabi and Working Syllabi (if both are used)

Course Outline:

**OWENS COMMUNITY COLLEGE
ARTS & SCIENCES DIVISION
SOCIAL/BEHAVIORAL SCIENCES DEPARTMENT
COURSE OUTLINE**

COURSE NAME: GENERAL PSYCHOLOGY
COURSE NUMBER: PSY 101
CREDIT HOURS: 3 LEC.: 3 LAB: 0
PREREQUISITES: NONE

CATALOG DESCRIPTION

Students in this introductory course are presented with an overview of topics relevant to contemporary psychology. Information will be presented about learning, motivation, physiology, abnormal behavior and therapy, intelligence, sleep/dreams, altered states of consciousness, social behavior, human growth, and personality development.

TEXTS

1. Plotnik, R. *Introduction to Psychology, 7th Edition*, CA: Brooks-Cole Pub. Co., 2005.
2. Enos, M. *Study Guide*, California: Brooks-Cole Pub. Co., 2005. (optional but recommended). The *Power Study* CD is also recommended.

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SPECIFIC LEARNING OBJECTIVES

1. To introduce the students to general psychology through lectures, activities, discussions, demonstrations, and readings.
2. To encourage the student to learn more about psychology, himself or herself, and those around us.
3. To point out to the student that while this course may well offer much of a practical nature, he or she should expect to acquire from it only a basic understanding of psychology, not profound knowledge, critical skills, or analytical insights.

4. Specifically, the student should be able:
 - A. To define the fundamental concepts and basic vocabulary found in the text.
 - B. To compare and contrast various theories and issues (and their implications) through topics of learning, perception, emotions, personality, thinking, personal adjustment, intelligence, physiology, and methods.
 - C. To identify how individuals are similar and how they are different from one another in terms of perception, intelligence, learning, emotions, adjustment, personality, and human growth.
 - D. To recognize and discuss how a few major theories are used to explain human behavior.
 - E. To begin to recognize author biases in various writings as they relate to psychology and to be able to anticipate the possible implications of these biases.
 - F. To explore and discuss popular aspects of psychology as they pertain to the individual.
 - G. To classify various types of behavior disorders, their possible causes, and the various remedies used in attempting to treat them.
 - H. To discuss the group factors that impinge upon and affect the behaviors and attitudes of individuals.
 - I. To explain the factors in psychological experimentation, how experiments are designed, and how results may be interpreted.

EVALUATION

Evaluation will be accomplished through exams and activities.

INSTRUCTIONAL METHODS

Instructional methods for this class will be basically lectures, demonstrations, and activities. Students may have the option of completing the activities on "Psychology on a Disk." These are a series of psychology laboratory exercises on an IBM Computer disk.

CONTENT OUTLINE

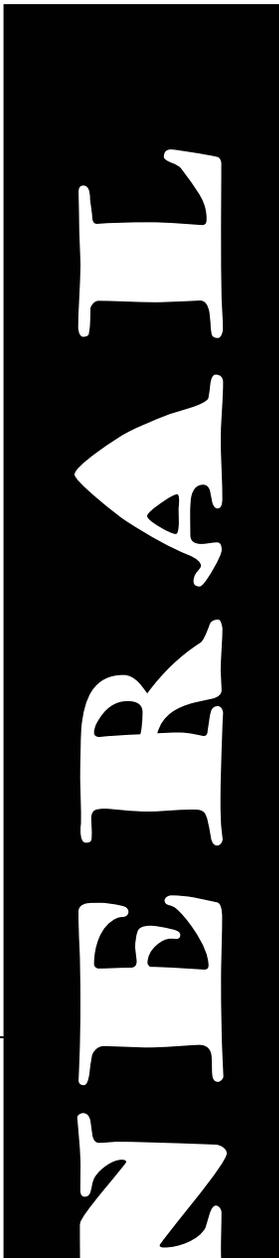
1. Discovering psychology: definition, goals, approaches, history and careers.
2. Psychology and science: research methods, correlation studies and scientific method.
3. Psychophysiology: brain's building blocks, neuron structure and function, nervous system, structure and function of brain, genetic influence, glands and hormones and interaction and influence.
4. Consciousness, sleep and dreams: continuum of consciousness, biological rhythms, dream interpretation theories and sleep disorders.
5. Learning: classical conditioning, operant conditioning and cognitive learning.
6. Memory: types of, process, remembering and forgetting.
7. Intelligence: definition issue, measuring, usage problems and nature/nurture

- question.
8. Thought and language: concept formation and function, problem solving, creative thinking, language rules and acquisition.
 9. Human development: infancy and childhood, prenatal influences, emotional, cognitive and social development, adolescence and adulthood.
 10. Personality: Freudian, humanistic, social learning and trait.
 11. Disorders: definition, anxiety disorders, mood disorders, schizophrenia.
 12. Therapies: historical perspective, psychotherapy, insight and behavioral therapy.

SPECIAL CONSIDERATIONS

This course requires college-level reading and writing skills. It is recommended that students enrolled in developmental courses not register for General Psychology until they have successfully completed their developmental courses.

Working Syllabus:



Course: General Psychology

Professor: Lorry Cology

***Course Number: PSY 101
CH 170K***

Office:

***Credit Hours: 3
661-7049***

Phone:

Prerequisites: None e-mail:

***lorry_cology
@owens.edu***

***Office Hours: 11-1 MW,
1:15-2 TH, 11:00-12:00 TH***

Texts and Materials

1. Plotnik, R. *Introduction to Psychology, 7th Edition*, CA: Brooks-Cole Pub. Co., 2005.
2. Enos, M. *Study Guide*, California: Brooks-Cole Pub. Co., 2005. (optional but recommended). The *Power Study* CD is also recommended.
3. A stack of 3 x 5 index cards.
4. Several pencils with erasers.

Course Description:

This is a typical introductory college survey course stressing breadth rather than depth of coverage. The course will not provide psychological therapy or teach how to do psychological therapy. Provides an overview of topics relevant to contemporary psychology and how psychologists investigate human behavior. Covers learning, motivation, physiology, abnormal behavior and therapy, intelligence, consciousness, social behavior, human growth and behavior, personality development and the roles of heredity and environment in determining behavior.

Course Objectives:

1. To introduce the student to psychology through lectures, activities & demonstrations.
2. To stimulate the student to want to learn more about psychology, oneself, & others.
3. To point out to the student that while this course may well offer much of a practical nature, students should expect to acquire from it only a rudimentary understanding of psychology, not profound knowledge, therapeutic techniques, or analytical insights.
4. Specifically, the student should be able to:
 - a. demonstrate understanding of the fundamental text concepts and basic vocabulary.
 - b. display understanding of various theories and issues relating to topics of learning, emotions, personality, thinking, adjustment, intelligence, physiology, and basic research methodology.
 - c. show an awareness of how individuals are similar and different from one another in the areas of intelligence, learning, emotion, adjustment, growth, and personality.
 - d. recognize and discuss how a few major theories are used to explain behavior.
 - e. begin to recognize author biases in various psychological writings and to be able to evaluate the possible implication of these biases.
 - f. explore popular aspects of psychology as they pertain to the individual.
 - g. demonstrate an understanding of various types of psychological disorders, their causes and therapeutic applications used to treat them.
 - h. discuss group factors that influence behavior and attitudes of the individual.

Grading Procedures

Grading is based on a percentage system. Your grade final will be based on the total number of points you have accumulated at the end of the semester out of a possible 275. A grade of "A" equals 90% or more of all possible points, a grade of "B" equals 80-89% of all possible points, etc.

Final Grading Scale

This is the final grading scale. It shows you how many points you need to accumulate by the end of the semester to earn a particular grade.

A = 246 or more points, 90% of all points

B = 219 to 245 points, 80% of all points

C = 191 to 218 points, 70% or all points

D = 178 to 190 points, 65% of all points

F = below 178 points

Keep a record of the points you earn. This is your responsibility. In order to tell where you stand during the semester, take the total number of points you have earned and divide them by the number of possible points. This shows your percentage. There are no letter grades or percentages assigned to individual assignments, just points. Your grade is based on your total point accumulation. A student who scores 45 points on the quizzes but who doesn't do the outside assignments will not do well in the course. On the other hand, a student who does well on the outside assignments and in-class activities, needs to score only an average of 28 points per quiz to maintain a "C" grade. If you lose track of your points, stop in my office and get the information.

Quizzes (200 points total):

There will be four mandatory 50-point quizzes and an optional 50-point comprehensive final. Only four quiz scores (maximum, 200 points) will be used to compute this part of your grade. If you are satisfied with your first four quiz scores, you don't need to take the fifth quiz.

If you miss a regularly scheduled quiz you must then take Quiz #5. If you miss more than one quiz you must then take Quiz #5, which will be worth double credit. Taking Quiz #5 is the only way to make up a missed quiz. Taking Quiz #5 can not damage your grade. It will either help bring your grade up or have no effect. Quizzes will be multiple-choice and machine-scored. *Bring a #2 lead pencil with an eraser.*

In-class Activities (25 points total):

In addition to various demonstrations and exercises, there will be five in-class activities worth five points each (a total of 25 points). These activities are designed to supplement the lecture material. How well you do on these activities will not influence

the number of points you receive, but you must attend the *entire* class and participate in each activity. You will earn five points every time you participate in a scheduled activity.

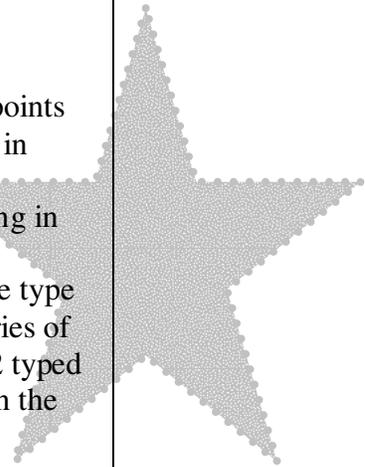
Independent Outside Assignments (50 points total):

There are two assignments for this section. They are worth 25 points each (50 points total). I'll give you a handout and explain the requirements for each assignment in detail later. Probably the assignments will deal with topics involving: Critical Thinking and the Scientific Method and Behavior Modification and Conditioning in Everyday Life.

These aren't term papers; they are investigative reports requiring you to do some type of psychological activity using class and text information and then answer a series of questions based on your investigation. Each assignment will be about 1 1/2 to 2 typed pages maximum. I'll give you more information about these assignments later in the semester.

ASSIGNMENT for Spring Semester 2006

Week 1		Introduction, Modules 1 and 2
	T	Modules 1 and 2
	H	Modules 1 and 2
Week 2		Holiday - No Class
	T	Modules 2 and 3
	H	Modules 2 and 3



Week 3		<i>Activity I</i>
	T	Modules 3 and 4
	H	Modules 3 and 4
Week 4		Module 4 and 7
		Module 7
		Module 7
Week 5		QUIZ #1
	T	Module 8
	H	Module 8
Week 6		Module 8 Outside Assignment #1 Due
	T	Module 8
		<i>Activity II,</i> Modules 11 and 12

Week 7 Modules 12 and 9

T Module 12 and 9

H Modules 9 and 10

Week 8 Modules 9 and 10

T Module 10 and 15

H Modules 15 and 16

Week 9 *Activity III,* Modules 15 and 16

T Module 15 and 16

QUIZ #2

Week 10

T Module 13

H Module 13 Outside Assignment #2 Due

Week 11 *Activity IV* Modules 17 & 18

T Modules 17 and 18

H 4/2 Modules 17 and 18

Week 12 Module 18 and 19

T Modules 19 and 2

H Modules 19 & 20

Week 13 **QUIZ #3**

T Modules 21 and 22

H Modules 21 and 22

Week 14 Modules 22 and 23

T Modules 23 and 24

H Modules 23 and 24

Week 15 Module 25

T Module 25

H **QUIZ #4**

Week 16 *Activity V*

T Wrap-up

QUIZ #1 will include Modules 1, 2, 3, 4 and 7.

QUIZ #2 will include Modules 8, 9, 10, 11, 12, 15 and 16.

QUIZ #3 will include Modules 13, 17, 18, 19 and 20.

QUIZ #4 will include Modules 21, 22, 23, 24, and 25.

QUIZ #5 is an optional Comprehensive Final given on the date scheduled for the final

exam.

Additional Documentation

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us

Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us

Nick Wilson (614) 466-4158 nwilson@regents.state.oh.us