### 1. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VII Social Sciences</th>
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</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts and Sciences</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
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</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor | Linda EagleHeart Thomas |
| Phone / Email | X7906 linda.eagleheart@mso.umt.edu |
| Program Chair | Cathy Corr |
| Dean | Barry Good |

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm
This course will give students a broad, general introduction to psychology -- its basic subject matter, scientific approaches to gathering and evaluating evidence about the causes and correlates of behavior in humans and other animals, and also the means by which psychological knowledge is (or can be) applied to improve the quality of individual and communal life. Successful completion of this course means that students have met the following objectives with the specific outcomes:

1. **Objective:** To gain a better understanding of the field of psychology both historic and current.  
   **Outcomes:** Students will be able to identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.

2. **Objective:** To become familiar with the research methodology commonly used by psychologists. To become familiar with the scientific method, and examine the benefits and limitations of this method of inquiry as it relates to developmental psychology.  
   **Outcomes:** Students will be able to differentiate between the major observational, correlational, experimental, and quasi-experimental designs used by developmental psychologists and articulate the benefits and limitations of each. Students will be able to critique various studies and theories based on this information.

3. **Objective:** To become familiar with the biological bases of behavior.  
   **Outcomes:** Students will be able to identify and discuss the biological bases of behavior on both the micro (e.g. neurocellular, neurophysiological, and neurochemical) and macro (e.g. central and peripheral nervous system) levels.

4. **Objective:** To develop an understanding of processes involved in learning and cognition.  
   **Outcomes:** Students will be able to articulate the basic principles, major theories, and research concerning learning and cognition.

5. **Objective:** To develop an understanding of the various types of development that an individual experiences across the life-course.  
   **Outcomes:** Students will be able to discuss the major theories of development, critical research on development, and developmental concepts from across the life course.

6. **Objective:** To become familiar with the theories concerning psychological health and disorders.  
   **Outcomes:** Students will be able to discuss the symptomology, possible etiology, and proposed treatment for the major categories of psychological disorders.

7. **Objective:** To become familiar with the theories concerning human behavior in a social context.  
   **Outcomes:** Students will be able to identify and discuss the major theories and research from the area of social psychology.

8. **Objective:** To become familiar with the rapidly growing body of literature on psychology.  
   **Outcomes:** Students will be able to read current literature related to a specific psychological topic and write a paper discussing and evaluating this research.

9. **Objective:** To further develop writing skills in conjunction with the use of APA format.  
   **Outcomes:** Students will be able write their paper in APA format.

**IV. Criteria:** Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<p>| 1. Systematically study individuals, groups, or social institutions; | Throughout this course individual, group and social behavior is studied for various theoretical perspectives. Cultural / other environmental variables and contribution to individual differences are studied throughout the course. |</p>
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<tr>
<td>2. Analyze individuals, groups, or social problems and structures; and/or</td>
<td>Human behavior as it is influenced by biological processes, environmental contributions and interactional components are discussed throughout the course. Students apply theoretical paradigms to real world problems both conceptual and applied problems are addressed. How biology &amp; environment contribute to human behavior is studied at three levels: genetic, whole person, and interactions within the cultural group or social environments.</td>
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<tr>
<td>3. Give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.</td>
<td>The scientific method, research techniques, strengths and weaknesses of various research designs, participation recruitment, hypothesis testing, relationship of dependent and independent variables, confounding variables are discussed throughout the course. Levels of analysis are at the biological, individual and group levels. Students participate in research, critique it using critical thinking skills and evaluate the process.</td>
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V. **Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

- **Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;**
  - The historical development of human behavior in a variety of domains is presented from several theoretical paradigms including psychoanalytical theory, behavioral theory, evolutionary psychology, humanistic psychology, and contextual approaches applied to the development of personality, emotion, perception, motivation, learning, thinking, language, abnormal behavior.

- **Use theory in explaining these individual, group, or social phenomena; and/or**
  - Behavior is analyzed using both historical theories and emergent theories as explanation for behavioral differences across individuals and groups. Students evaluate real world situations in comparing explanations of various theories. Students are asked to critique theoretical perspectives and demonstrate application of those theories in scenarios.
Understand, assess, and evaluate how conclusions and generalizations are justified based on data

| Students are introduced to hypothesis testing and concepts of reliability and validity. Throughout the course students are asked to use critical thinking skills and evaluate the validity of data pertaining to various research evidence used as supportive explanations for scientific conclusions about human behavior. Students participate in research and are asked to write about that experience discussing the reliability and validity of the research. |

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**COURSE SYLLABUS INTRODUCTORY PSYCHOLOGY PSYC 100S**

*The University of Montana – Missoula*

*The College of Technology*

**FACULTY CONTACT INFORMATION:**

**PROFESSOR:**

**DR. EAGLEHEART THOMAS, PH.D. [Dr. “E”]**

**OFFICE:**

Health & Business Building Faculty offices

**OFFICIAL U.S. Postal Service Mailing Address :**

Dr. Linda EagleHeart Thomas, Ph.D.
Assistant Professor of Psychology
The University of Montana-COT
Department of Applied Arts & Sciences
909 South Ave. West
Missoula, MT 59801
Phone: 243-7906
—Office Manager Su Mollenhoff, 243-7824

**OFFICIAL UNIVERSITY EMAIL ADDRESS:**

linda.eagleheart@mso.umt.edu this is the ONLY email that you are to use for me

Office Hours: Monday-10-11AM Wed 10:15-11AM or By appointment OR VIRTUAL Office Hours

2 other ways to reach me during the day including instant messaging—Log into it for real time communication

1. Yahoo Messenger My screen name is “dreagleheart” Do not USE as email address
2. MSN Messenger screen name is “DrEagleHeart” Do not USE as email address

**REQUIRED ---Important that you READ this information!!**

Required Course supplemental Web site- University of Montana Blackboard:
courseware.umt.edu

1. **TEXTS** [any other Introductory to Psychology textbook will NOT work]
   Kosslyn, S. K., & Rosenberg, R. S. (2007). Psychology: Fundamentals of Psychology in Context (3rd edition). You will get this from the College of Technology BOOKSTORE. THERE is a required course website with the blackboard with University of Montana

**MYPYCHLAB**-student kit with access code [one-time use] packaged with text---DO NOT
COURSE OBJECTIVES & Goals:
By the end of the course, I expect that you:
1) Have a basic knowledge of psychology, including:
   - terms, facts, concepts, and theories about psychology.
   - methods and techniques used to study psychology.
2) Have improved your higher-order thinking skills, including:
   - the ability to apply knowledge already learned to new problems and situations, analytic skills, the ability to evaluate information and to distinguish between fact and opinion.
3) Are able to use psychological research to inform your own views, and be able to critique research
4) Have improved your knowledge of learning and memory techniques for use in future courses.

ASSESSMENT OF STUDENT LEARNING: Your grade in this class is based on the following:
- 4 exams 60%
- Assignments 20%
- Research Participation Project 20%

100%

Grades are Weighted % per specific activity: If an assignment is deleted [which is my option], then the total will be adjusted accordingly.

ASSIGNMENT DISCRIPTIONS

RESEARCH EXPERIENCE:
Psychology is a science built on systematic research on both human and non-human animals. A critical aspect of this course is becoming familiar with how that information is obtained. To meet this course requirement you will be completing 1 assignment. In addition we will exam research articles as a group activity.

RESEARCH ASSIGNMENT: The research experience is an online-participation activity. You will be given some online links from accredited sites and will have an opportunity to be a research participant. You will receive information under assignments. You will participate and then summarize the experience in a 1-2 page write up, including your criticism and analyses of the process using the internet to examine human behavior. There are more complete directions on each assignment handout you find in the assignments section of the website supplement.

OTHER ASSIGNMENTS:
You will have other assignments explained in detail in the Assignments section of your Blackboard at http://courseware.umt.edu website:
#1, Dream Journal --#2, Behavior Modification project --#3Psychopathology at the Movies-

CORRESPONDING WITH ME
In every email, you will use the following format in the subject line [using the official UNIVERSITY Email—all others go into my Junk email and I may miss it.]:
PSY100.50S, Last name, First Name, Assignment Name & #. EXAMPLE: PSY100S, JONES, SALLY, RESEARCH JOURNAL

You will use the submission link associated with the Assignment on the Website. There will be no Hard copies handed in. his is an integrated course, so COMPUTER usage will be frequent. You need to work with the computer people if you have problems with your computer skills as computer issues are not valid excuses for missing projects or exams.
EXAMS POLICIES AND PROCEDURES

There are four (4) scheduled tests. Exams will cover material discussed in the textbook and will be applied and conceptual rather than factual recall. Exams will be non-cumulative; that is, they will test only the material covered in the specific segment of the course indicated in the syllabus, however the material tends to be cumulative in the chapters. The EXAMS will be multiple-choice, true-false, and short-answer formats. Exams WILL be administered via computer and will be taken outside of the classroom. You will have several days to complete exams.

Please note the following important points about the examinations:

All exams must be taken! There will be no make-up exams. No dropped exams. NO late exams accepted. I list date, and TIME [Montana Mountain time] that the exam will be available so you will need to be aware that there is a cut-off time for assignments. 15 minutes late is late—you will receive a zero for assignment, or exam. Computer error/or lack of internet connection are not valid reasons for Lateness. I will not make alternative arrangements to give any exams early due to travel plans, school projects, or other courses requirements so please don’t ask. NO EXCEPTIONS!

MISCELLANEOUS POINTS

Disabilities and Special Learning Needs:  Please inform me as soon as possible if you have any disabilities or circumstances that may require special considerations. It is your responsibility to inform me, at the outset of this course, of any disability and the ways that you nd the DSS have determined are necessary to accommodate your needs. I am happy to work with you to achieve your goals for the course. I will expect to receive a letter from DDS documenting your requested accommodations.

Dropping course: Please note the last day to drop this class [30th instructional day--see the website of University of Montana]. After this date, petitions will be approved only in the case of documentable emergencies. This departmental policy is strictly observed, so please plan accordingly. Failing this class is not reason to petition me to allow a drop.

COURSE CHANGES: The instructor reserves the right to make changes to course requirements, assignments, the schedule, etc. Any such changes will be announced in announcements in a reasonable time. Students not checking their announcements regularly may miss changes as I will not be notifying you by email. Students are responsible for these announcements. **So make sure that you check your email and announcements frequently.**

Computer problems are not excuses for failure to submit assignments on time. Plan accordingly to include computer failure. If you do not have computer practical understanding, get some help from someone who uses computers. There are aids in the computer labs.

IT is assumed that you have adequate resources to complete your course requirements. This includes purchasing all of the course materials. The best action is to be proactive and PLAN for unforeseen emergencies. What this means is that I hold you responsible to understand due dates and meet deadlines. Specifically I will not accept late assignments/exams because you may have waited until the last minute to begin them. Assignments and exams are comprehensive and may take a considerable amount of time to complete. Waiting until the due date to begin is NOT a good idea.

HONOR CODE—PLEASE READ CAREFULLY

The Honor Code, found in the University of Montana Student Handbook [www.umt.edu ], will be strictly enforced in this class. In addition, cheating in any form will not be tolerated. Specifically, you are not allowed to give or receive assistance on assignments from any other student; all work must be completed independently. Plagiarism or cheating will result in failure of the assignment, at minimum, and will be reported to the Dean’s Office. If you do not know what plagiarism is, just ask.

In this class both plagiarism and cheating on tests and papers will result, at minimum, in the assignment of an “F” on the test or paper, and the deduction of an additional 100 points from the final grade. Additionally, collaboration with other students on exams, papers and quizzes constitutes cheating and will be subject to same guidelines. That means you MAY NOT sit together to do online exams. I reserve the right to assign an “F” for the course if either occurs. Additionally, you are subject to University sanctions, suspension or expulsion. Please hand in your own work.
ASSIGNMENT DUE DATES: COURSE TIMELINE- THIS COURSE IS SET UP TO GIVE YOU ADEQUATE TIME TO COMPLETE YOUR ASSIGNMENTS IN A TIMELY MANNER. Make sure you Read the text according to the suggested timeline below. Your assignments are in the Assignments section OF THE UNIVERSITY BLACKBOARD WEBSITE, courseware.umt.edu, with specific due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC/ASSIGNED READING</th>
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<tbody>
<tr>
<td>Week 1 &amp; 2 August 25-September 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Dream Journal Assigned</strong> - [Due in week 7—OCT. 11&lt;sup&gt;TH&lt;/sup&gt; @ 11:59PM]</td>
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<tr>
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<td><strong>Online Research Participation Assignment</strong> - [Due Week 4-SEPTEMBER 20&lt;sup&gt;TH&lt;/sup&gt; @ 11:59 PM]</td>
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<td><strong>DISCUSSION BOARD ASSIGNMENT</strong> - [Go to communication] — Introduction of self - DUE SEPT 13&lt;sup&gt;TH&lt;/sup&gt;</td>
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<tr>
<td>Week 3 &amp; 4 September 7-20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>READ Chapters 2 &amp; 3: Biology &amp; Sensation Perception</td>
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<td>*Exam #1 [Chapters 1 &amp; 2] Posted Week 4-SEPT 17&lt;sup&gt;TH&lt;/sup&gt; &amp; DUE SEPT 20&lt;sup&gt;TH&lt;/sup&gt;</td>
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<td>*Online Research Due Week 4-SEPT 20&lt;sup&gt;TH&lt;/sup&gt; @ 11:59 PM</td>
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<td>Week 5 September 21-27</td>
<td>READ Chapter 4 LEARNING-</td>
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<td><strong>Behavior Modification Project</strong> - ASSIGNED --- 20-30 days to complete due Week 10-NOVEMBER 1&lt;sup&gt;ST&lt;/sup&gt; @ 11:59 pm</td>
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<tr>
<td>Week 6 &amp; 7 September 28&lt;sup&gt;th&lt;/sup&gt;-October 11</td>
<td>READ Chapters 5, 6, &amp; 7 Memory, Cognition &amp; Emotion/Motivation</td>
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<td><em>Assignment DUE - Dream Journal</em>* Week 7 — OCTOBER 11&lt;sup&gt;TH&lt;/sup&gt; @ 11:59 pm</td>
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<td>*Exam #2 [chapters 3 &amp; 4] Posted Week 6-October 1&lt;sup&gt;ST&lt;/sup&gt; Due November 4&lt;sup&gt;th&lt;/sup&gt; @ 11:59PM</td>
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<td>Week 8 October 12-18th</td>
<td>READ Chapter 8 Personality</td>
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<td>**No Classes October 16&lt;sup&gt;th&lt;/sup&gt; &amp; 17&lt;sup&gt;th&lt;/sup&gt; - MEA MFT Teach Conference at COT</td>
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<td>Week 9 &amp; 10 October 19-November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>READ Chapter 13 Social Psychology</td>
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<td>*Exam #3 [Chapters 5-8] Posted during Week 10-October 29&lt;sup&gt;th&lt;/sup&gt; and Due November 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
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<td>**Assignment Behavior Mod due Week 10-NOVEMBER 1&lt;sup&gt;ST&lt;/sup&gt; @ 11:59 pm</td>
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<td><strong>SPRING REGISTRATION BEGINS — OCTOBER 27&lt;sup&gt;TH&lt;/sup&gt; - NOVEMBER 7&lt;sup&gt;TH&lt;/sup&gt;</strong></td>
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<tr>
<td>Week 11 November 2-8&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>November 4&lt;sup&gt;th&lt;/sup&gt;-Elections Day</strong></td>
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<td>READ Chapter 10 Stress Health &amp; Coping</td>
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<td>Week 12&amp;13 November 9&lt;sup&gt;th&lt;/sup&gt;-22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>November 11-Veterans Day, Holiday</strong></td>
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</tbody>
</table>
READ  Chapter 11-Disorders
*Assignment Psychopathology Blockbuster style DUE Week 15-December 1\textsuperscript{st} @ 11:59pm

Week 14  November 23\textsuperscript{rd}-29\textsuperscript{th}
READ Chapter 12 Treatments
THANKSGIVING VACATION 26\textsuperscript{th}, 27\textsuperscript{th}, 28\textsuperscript{th}

Week 15  November 30-Dec. 6\textsuperscript{th}
READ  Chapter 9 Human Development
*EXAM #4 [9-13] Posted Week 15 December 3\textsuperscript{rd} DUE Dec 9\textsuperscript{th}
*Assignment Psychopathology Due December 1\textsuperscript{st} @ 11:59pm

WEEK 16-December 7\textsuperscript{th}-12\textsuperscript{th}
FINALS WEEK-NO classroom FINAL—EXAM#4 is the FINAL for the course

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.