PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF AN UNDERGRADUATE COURSE
(10000-40000 LEVEL)

DEPARTMENT Psychology
EFFECTIVE SESSION Fall 2014

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

☐ 1. New course with supporting documents
☐ 2. Add existing course offered at another campus
☐ 3. Explication of a course
☐ 4. Change in course number
☐ 5. Change in course title
☐ 6. Change in course credit/type
☐ 7. Change in course attributes (department head signature only)
☐ 8. Change in Instructional hours
☐ 9. Change in course description
☐ 10. Change in course requisites
☐ 11. Change in semesters offered (department head signature only)
☐ 12. Transfer from one department to another

PROPOSED:

Subject Abbreviation: PSY
Course Number: 15000
Long Title: Critical Foundations for Psychology
Short Title: Critical Foundations Psych

EXISTING:

Subject Abbreviation
Course Number
Long Title
Short Title

TERMS OFFERED

Check All That Apply:
☒ Fail
☒ Spring
☒ Summer

CAMPUS(ES) INVOLVED

☒ Calumet
☒ Cont Ed
☒ Ft. Wayne
☒ Tech Statewide
☒ Indianapolis
☒ N. Central
☒ W. Lafayette

ABBREVIATED TITLE WILL BE ENTERED BY THE OFFICE OF THE REGISTRAR IF OMITTED. (25 CHARACTERS ONLY)

CREDIT TYPE

1. Fixed Credit: Cr. Hrs.
   ☐ 3

2. Variable Credit Range:
   Minimum Cr. Hrs: (Check One)
   ☐ 0
   Maximum Cr. Hrs: Yes

3. Equivalent Credit: ☐ No

COURSE ATTRIBUTES: Check All That Apply

1. Pass/Not Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
4. Maximum Repeatable Credit:
5. Credit by Examination
6. Registration Approval Type
7. Variable Title
8. Honors
9. Full Time Privilege
10. Off Campus Experience

Schedule Type
Lecture
Recitation
Presentation
Laboratory
Lab Prep
Study
Distance
Clinic
Experiential
Research
Ind. Study
Prac/Obs

Minutes Per Mtg
50
3

Meetings Per Week

Weeks Offered
18

% of Credit
100

Allocated

Cross-Listed Courses

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):
A comprehensive introduction to psychology as a science and as a profession; methods of inquiry used in the science of psychology, critical thinking, information literacy, and basic written communication as applied to the discipline; survey of career opportunities in psychology, focusing on developing short-term and long-term academic/professional goals and effective strategies for pursuing them.
Prerequisite: PSY 12000 with grade of C- or higher; Restricted to Psychology majors.

COURSE OUTCOMES (INCLUDE REQUISITES/RESTRICTIONS):
- Understand the scientific foundations of psychology, e.g., how to evaluate assertions about behavior.
- Understand IPFW B.A. degree requirements, campus support resources, and opportunities for active engagement in the psychology department.
- Explore future academic/professional goals and identify a possible career path.
- Understand the foundations of Information Literacy and elements of scientific writing.

Calumet Department Head
Carol A. Johnson
Date: 11/29/13

Calumet School Dean
Date: 4/30/13

Ft. Wayne Department Head
Date

Ft. Wayne School Dean
Date

Indianapolis Department Head
Date

Indianapolis School Dean
Date

North Central Faculty Senate Chair
Date

Vice Chancellor for Academic Affairs
Date

West Lafayette Department Head
Date

West Lafayette College/School Dean
Date

West Lafayette Registrar
Date

OFFICE OF THE REGISTRAR
TO: COAS Executive Committee

FROM: Carol Lawton, Chair, Psychology

RE: New Course Request: PSY 15000 and Change in Prerequisite to PSY 20300

DATE: April 22, 2013

The Psychology Department requests approval for a new 3-credit course, PSY 15000-Critical Foundations for Psychology. This course will replace the current 1-credit PSY 10000-Introduction to the Science and Field of Psychology. The current course focuses on providing a survey of career opportunities in psychology and developing short-term and long-term academic and professional goals, and it briefly covers elements of scientific writing. The new course will retain these components but allow for expanded instruction on scientific writing as well as an added component on scientific reasoning as it applies to psychology. Similar to the current PSY 10000, PSY 15000 will have PSY 12000 as a prerequisite and be restricted to psychology majors. We intend for PSY 15000 to become a prerequisite for PSY 20300-Research Methods in Psychology. This sequencing of courses is part of the plan resulting from our program review to restructure the psychology curriculum so that scientific reasoning and writing skills are taught in a more orderly developmental progression.
Syllabus, Fall 2014

PSY 150: CRITICAL FOUNDATIONS FOR PSYCHOLOGY

Professor: Dr. Lesa Rae Vartanian (pronounced Var-TAY-nee-in)
Office: 380B Neff Hall
Phone: 481-5786 (VoiceMail available)
Email: Vartanil@ipfw.edu

Office Hours: Tuesdays 11-Noon; Wednesdays 1:30-3:00 PM
(Other times possible by appointment)

REQUIRED TEXTBOOKS:


IPFW Bulletin Description: A comprehensive introduction to psychology as a science and as a profession; methods of inquiry used in the science of psychology, critical thinking, information literacy, and basic written communication as applied to the discipline; survey of career opportunities in psychology, focusing on developing short-term and long-term academic/professional goals and effective strategies for pursuing them.

Instructor’s Course Description: PSY 150 is designed to assist undergraduate psychology majors in building a solid foundation for their continued education as students of psychological science. In addition to becoming more familiar with the fundamental ideas and methods that undergird the field of psychology, students will learn specific information, techniques, and strategies for their success at IPFW and beyond (e.g., in the world of work and/or post-graduate education). A particular emphasis in PSY 150 is the application of critical thinking, information gathering/synthesis, and verbal/written communication skills to become informed, skillful consumers of information about human behavior.

COURSE OBJECTIVES & STUDENT OUTCOMES:

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Associated Student Learning Outcomes:</th>
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<tbody>
<tr>
<td>Provide a focused, in-depth orientation to the scientific foundations of psychology for students majoring in psychology</td>
<td>Explain the difference between basic and applied subfields in psychology; correctly identify major specialty areas as basic or applied subfields; Be able to recognize and evaluate different types of assertions about human behavior and evidence for those assertions Understand how theory, hypothesis testing, and real-world problems drive research in psychology Be able to identify limitations in research design and understand how various limitations affect interpretation of study results/meaning Know the basic aspects of ethical decision making in psychology (for research and</td>
</tr>
</tbody>
</table>
| Provide a detailed orientation to IPFW PSY B. A. degree requirements, IPFW campus support resources, opportunities for active engagement in the PSY department | Understand four categories of degree requirements (Gen Ed, COAS, PSY, Free Electives)
Know where to find which courses count toward which requirements
Be able to identify ways in which psychology majors can acquire valuable experiences through involvement in research, undergraduate teaching, and extracurricular activities
Know how to access campus support resources (CASA, Writing Center, personal counseling)
Understand how to facilitate/develop professional relationships (e.g., with academic advisor)
Create an academic/degree plan |
| --- | --- |
| Encourage students' exploration of future academic/professional goals and possible identification of a realistic career path | Know the basic elements and characteristics of an effective resume, cover letter, interview process
Know basics of a graduate school application and the application process
Demonstrate an increased awareness of the competitive nature of the graduate school application process, and how that varies in different types of programs (e.g., doctoral and master's degrees in psychology and related fields)
Demonstrate an increased awareness of the career opportunities in basic and applied specialty areas, and the training and education generally needed for various career paths;
Demonstrate an increased awareness of the job prospects for those who have a doctoral level degree in psychology, a master's degree in psychology or an allied discipline, and those who have a bachelor's degree
Connect opportunities for engaged learning outside of the classroom to personal career path(s)/plan(s) |
| Provide instruction in the foundations of information literacy and the elements of scientific writing as relevant to the undergraduate psychology student | Know how to select a topic for a student paper
Know how to use PsychInfo and PsycArticles to search for information to use in a research paper (understand how to evaluate the quality of sources of information)
Understand the structure of empirical reports, and develop a method for reading and summarizing them effectively
Understand the structure of a student literature review (a.k.a. "term paper")
Recognize the fundamentals of APA format for in-text citations, reference list, headers, titles and subtitles, and title page
Know what plagiarism is, the consequences of committing it, and how to avoid it |
Course Web Site: Log in at http://ipfw.blackboard.com. The course website will feature a variety of materials including but not limited to powerpoint slides used during class presentations, online quizzes, links to sites of interest, & various handouts. **Regular use of the course website (and the materials posted on it) is expected.**

**Course Requirements/Assignments**

**Class Participation (600 points)**: The objectives of this course cannot be met without your active involvement in it. Thus, class participation comprises a large portion of your grade; you are expected to earn roughly 30 participation points per week. Points will be available each week for the following activities:

- **Attendance (160 points)**: This class will meet 32 times; each class meeting is worth 5 points. Attendance will be monitored by means of a sign-in sheet that will be circulated at the beginning of every class period. If you must be absent from your regular section of the course, you can make up that absence by attending the other section's class meeting in the same week that you were absent from your regular section.

- **Chapter Quizzes (140 points)**: There will be 14 10-point quizzes based on the assigned readings from the required textbooks (and the IPFW online Bulletin and the Purdue OWL website). The quizzes will be administered online via Blackboard. Some of the quizzes require you to do exercises/activities in the text chapter first; when that is the case, I will let you know via e-mail in the course website. **Chapter quizzes for the week's readings will always be due by 12:00 PM on Tuesdays.**

- **"Find the APA Format Faux Pas" (160 points)**: Each week there will be a 10-point exercise regarding APA style/format. These exercises will consist of excerpts or samples of writing in psychology that contain various kinds of errors with respect to APA style and/or formatting conventions. Your task will be to identity the errors. These will be timed exercises (i.e., roughly 10-15 minutes per in-class exercise).

- **"What's The Matter Here?" (160 points)**: At the beginning of each week, a problem set will be released to the class through the course website. You will be asked to print off the problem set and bring it to class, where we will discuss the problems represented, first in small groups, then as a class. You will then be asked to complete the problem set, outside of class, by the beginning of the next week. Problems will involve matters of research methodology in psychology, critical thinking as applied to psychological issues, interpreting and evaluating scientific evidence, issues regarding ethical decision-making in psychology, clarity of expression in written communication, and the like.

*as reflected above, more than 600 points of class participation will be available; additional class participation points may become available on an impromptu basis (e.g., activities in class, posting on discussion boards in the course website). Students may keep 50% of any points OVER 600 earned as "bonus points"—which will be added to their grand point total at the end of the semester.*

**Homework Assignments (400 points)**: 4 homework assignments will be given. Below are **brief** descriptions of these assignments; the complete instructions/Information will be posted in Blackboard:
"MAP: My Academic Plan" 150 points: You will complete a 120-credit hour semester-by-semester degree plan for the B. A. in psychology. You will compose a brief reflection paper discussing the choices you've made with respect to completing degree requirements and your progress toward degree to date.

"Get Professional" Tic-Tac-Toe 150 points: You will complete three activities of your choice (mostly) from the grid below to form a row (note: everyone's row MUST include the center square). You will compose a brief reflection paper regarding your experiences with the assignment.

<table>
<thead>
<tr>
<th>Complete the FOCUS self-assessment...</th>
<th>Participate in a mock interview with Career Services...</th>
<th>Compose a graduate program summary...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have your resume or CV critiqued by Career Services...</td>
<td>Create a resume or curriculum vita...</td>
<td>Compose a personal statement to accompany a grad school app...</td>
</tr>
<tr>
<td>Take a practice GRE test...</td>
<td>Compose a cover letter...</td>
<td>Compose a career summary...</td>
</tr>
</tbody>
</table>

Detailed instructions for each of the activities featured in the grid above are available in the course website.

"Literature Review Paper Plan" 100 points: You will be asked to suppose that you need to write a literature review paper on a topic of your own choosing (you may use an assignment in a concurrent class, with that class instructor’s written permission). In addition to selecting an appropriate topic, you will locate 12-15 sources on that topic, and then propose a thesis for the paper, using the abstracts of 8 of the 12-15 sources you found through your PsycInfo search.

**Evaluation of Student Performance** – Final grades in the course will be based on the total number of points earned out of 1000, as follows:

- 920 + points → "A"
- 820 - 919 points → "B"
- 720 - 819 points → "C"
- *620 - 719 points → "D"
- *fewer than 620 points → "F"

*Because PSY 150 is a degree requirement for Psychology majors, if you earn fewer than 620 points, you will need to retake the course.*

**Final Exam Meeting**: Per Department of Psychology policy, departmental course/instructor evaluations will be distributed at this time. The departmental evaluation form is very brief. Completing this evaluations will only take a few moments, and your feedback is greatly appreciated by the department and myself.

**TENTATIVE COURSE SCHEDULE**

Here is the week-by-week overview for the course, which is, of course, subject to change. Specific date-related information will be found on the course calendar in Blackboard.
### MODULE 1 - “THIS IS PSYCHOLOGY...”

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assigned Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to the Course; Orientation, Introductions, Etc.</td>
<td>Kuther CH 1</td>
</tr>
<tr>
<td></td>
<td>Psychology: A Smorgasbord of Specialty Areas, A Buffet of Options</td>
<td>Stanovitch CH 1, 4, &amp; 12</td>
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<tr>
<td></td>
<td>The Scientific Foundations of Psychology</td>
<td></td>
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<tr>
<td>2</td>
<td>“How Do We Know That?” Doing Research in Psychology</td>
<td>Stanovitch CHs 2, 5, 6, 7, &amp; 10</td>
</tr>
<tr>
<td></td>
<td>“How Do We Know That?” Reading Research in Psychology</td>
<td>Beins &amp; Beins CHs 3, 5, 8, &amp; 19</td>
</tr>
<tr>
<td>3</td>
<td>“Is Psychology For Me?” Assessing Strengths and Interests</td>
<td>Kuther CHs 2, 7, &amp; 9</td>
</tr>
<tr>
<td></td>
<td>“What Can I Do With an Education in Psychology?”</td>
<td></td>
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</tbody>
</table>

### MODULE 2 - “UNDERSTANDING AND USING THE LANGUAGE AND TOOLS OF THE DISCIPLINE”

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assigned Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 &amp; 5</td>
<td>Writing in Psychology: General Overview</td>
<td>Stanovitch CH 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beins &amp; Beins CH 1</td>
</tr>
<tr>
<td>6, 7, &amp; 8</td>
<td>Anatomy of a Psychology Research Term Paper</td>
<td>Kuther CHs 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beins &amp; Beins CHs 2, 4, 6, 7</td>
</tr>
<tr>
<td>9</td>
<td>“Wait--Hanging Indent or No?”: APA Style and Formatting Basics</td>
<td>Beins &amp; Beins CH 14</td>
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<td></td>
<td></td>
<td>Purdue OWL sections</td>
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</tbody>
</table>

### MODULE 3 - “EVERYTHING YOU NEED TO KNOW ABOUT MAJORING IN PSYCHOLOGY AT IPFW...”

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assigned Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 &amp; 11</td>
<td>IPFW Psychology Degree Requirements &amp; Academic Advising Demystified</td>
<td>IPFW Bulletin sections</td>
</tr>
<tr>
<td>12</td>
<td>Opportunities, Resources, and Strategies for Success at IPFW</td>
<td>Kuther CHs 3 &amp; 4</td>
</tr>
</tbody>
</table>

### MODULE 4 - “GETTING THERE FROM HERE: CAREER DEVELOPMENT & PREPARATION”

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic(s)</th>
<th>Assigned Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 &amp; 14</td>
<td>Finding and Landing That First Job: Job Searching, Applications, Cover Letters, Interviewing, Etc.</td>
<td>Kuther CH 8</td>
</tr>
<tr>
<td>15 &amp; 16</td>
<td>The Graduate / Professional School Application Process</td>
<td>Kuther CH 10</td>
</tr>
</tbody>
</table>
PSY 15000 Course Goals and Student Learning Outcomes

GOAL A: PROVIDE A FOCUSED, IN-DEPTH ORIENTATION TO THE SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY, AS APPROPRIATE FOR PSYCHOLOGY MAJORS

Student Learning Outcomes Associated with Goal A:

- explain the difference between basic and applied subfields in psychology; correctly identify major specialty areas as basic or applied subfields
- be able to recognize and evaluate different types of assertions about human behavior and evidence for those assertions
- understand how theory, hypothesis testing, and real-world problems drive research in psychology
- be able to identify limitations in research design and understand how various limitations affect interpretation of study results/meaning
- know the basic aspects of ethical decision making in psychology (for research and practice)

GOAL B: PROVIDE A DETAILED ORIENTATION TO IPFW PSY B.A. DEGREE REQUIREMENTS, IPFW CAMPUS SUPPORT RESOURCES, OPPORTUNITIES FOR ACTIVE ENGAGEMENT IN THE PSY DEPARTMENT

Student Learning Outcomes Associated with Goal B:

- understand four categories of degree requirements (Gen Ed, COAS, PSY, Free Electives)
- know where to find which courses count toward which requirements
- be able to identify ways in which psychology majors can acquire valuable experiences through involvement in research, undergraduate teaching, and extracurricular activities
- know how to access campus support resources (CASA, Writing Center, personal counseling)
- understand how to facilitate/develop professional relationships (e.g., with academic advisor)
- create an academic/degree plan

GOAL C: ENCOURAGE STUDENTS’ EXPLORATION OF FUTURE ACADEMIC/PROFESSIONAL GOALS AND POSSIBLE IDENTIFICATION OF A REALISTIC CAREER PATH

Student Learning Outcomes Associated with Goal C:

- Know the basic elements and characteristics of an effective resume, cover letter, interview process
- Know basics of a graduate school application and the application process
- Demonstrate an increased awareness of the competitive nature of the graduate school application process, and how that varies in different types of programs (e.g., doctoral and master's degrees in psychology and related fields)
• Demonstrate an increased awareness of the career opportunities in basic and applied specialty areas, and the training and education generally needed for various career paths;
• Demonstrate an increased awareness of the job prospects for those who have a doctoral level degree in psychology, a master's degree in psychology or an allied discipline, and those who have a bachelor's degree
• Connect opportunities for engaged learning outside of the classroom to personal career path(s)/plan(s)

GOAL D: PROVIDE INSTRUCTION IN THE FOUNDATIONS OF INFORMATION LITERACY AND ELEMENTS OF SCIENTIFIC WRITING AS RELEVANT TO THE UNDERGRADUATE PSYCHOLOGY STUDENT

Student Learning Outcomes Associated with Goal D:

• know how to select a topic for a student paper
• know how to use PsycInfo and PsycArticles to search for information to use in a research paper (understand how to evaluate the quality of sources of information)
• understand the structure of empirical reports, and develop a method for reading and summarizing them effectively
• understand the structure of a student literature review (a.k.a. "term paper")
• recognize the fundamentals of APA format for in-text citations, reference list, headers, titles and subtitles, and title page
• know what plagiarism is, the consequences of committing it, and how to avoid it