Global Citizenship Program BSS Course Revisions
PSYC 1100 Introduction to Psychology

Introduction:

The Global Citizenship Program (GCP) is the new general education program at Webster University. Each course within the GCP will typically be coded for one of several content areas. Courses may also be coded as delivering content associated with one of several skill areas.

Content Area:

PSYC 1100 has been coded for the Social Systems and Human Behavior content area. Please indicate this on your course syllabus. In addition, you will need to include the following course outcomes on your syllabus. You may add additional outcomes if desired.

Social Systems and Human Behavior: Expected to help students develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with “big questions,” whether contemporary or enduring.

Upon the successful completion of this course, students will be able to:

- Detail the major fields of study and theoretical perspectives within psychology.
- Describe the scientific method and compare and contrast the various research approaches (observational, correlational, experimental).
- Detail the processes and concepts related to the biological bases of behavior and apply this information to everyday settings.
- Discuss the major developmental theories, methods, and concepts across the life span and apply this information to everyday life.
- Describe the theories, processes, and concepts related to learning, memory, and cognition and apply this information to common situations.
- Discuss the theories, processes, and concepts related to psychological health and disorders and apply this information to everyday life.
- Describe the theories, processes, and concepts related to human behavior within social contexts and apply this information to common situations.

The content of PSYC 1100 lends itself to the Social Systems and Human Behavior content area. There is no need to change your course content unless you are not meeting the aforementioned learning outcomes. At the end of your course, please use the attached rubric (Knowledge Rubric) to assess student knowledge of the content area. Your assessment is based on a student’s overall performance on the various exams, papers, etc. associated with the class. Note that the
assessment score is separate (although likely related) to the grade you will be assigning to student.

**Skill Area:**

A new element in the GCP is the addition of skill areas. The inclusion of these skill areas will often mean that instructors will need to add additional course content to justify the inclusion of a skill area. PSYC 1100 has been coded for the Critical Thinking skill area. Please indicate this on your course syllabus. In addition, you will need to include the list of course outcomes in your syllabus. You may add additional outcomes if desired.

**Critical Thinking:** Habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion, carried out by analyzing and evaluating assumptions and arguments, constructing well-supported arguments, and developing innovative plans or ideas to solve problems.

Upon the successful completion of this course, students will be able to:
- Describe an issue/problem clearly and comprehensively, delivering all relevant information necessary for full understanding.
- Develop a comprehensive analysis or synthesis of the relevant evidence including the thorough questioning of experts.
- Analyze their own and others' assumptions and carefully evaluate the relevance of context when presenting a position.
- Present a position which is imaginative, comprehensive, and synthesizes all available information on the topic (including other points of view).
- Create/Extend a novel or unique idea, questions, format, or product to create new knowledge that crosses boundaries.
- Generate conclusions/outcomes that are logical and reflect a student's informed evaluation of the evidence.

A common assignment has been developed to assist with content and assessment. Instructors need to incorporate the assignment into their courses. The assignment will need to be included in the calculation of the final grade (exact percentage is up to each instructor). In addition, instructors may elect to have this as the midterm paper or final paper. A description of the standard assessment assignment for this course is attached. At the end of your course, please use the attached rubric (Critical Thinking Rubric) to assess student knowledge of the skill area. Note that this is in addition to the grades you will be assigning to students.
**Common Skills Area Assignment:**

To assess critical thinking, students will be given the opportunity to evaluate current literature related to a controversial contemporary issue in psychology (e.g., child spanking, ESP, Mozart Effect). Students need to clearly state the area they wish to explore, assess the existing research on the topic, critique different perspectives on the issue using existing research, and provide an informed conclusion based on their knowledge of the topic and psychology. The instructor may elect to have the student present this analysis in the form of a paper or presentation. Paper and/or presentation length is up to each instructor but should be sufficient to assess the skill.

The assignment is best used as a final paper/presentation and must factor into the student’s grade for the course (exact percentage is up to the instructor). Essentially, the instructor will grade the assignment using two different metrics. Once for the letter grade and again for assessment purposes (must be scored using the attached GCP rubric for Critical Thinking).

**Assessment Reporting:**

Each course needs to be assessed at the end of every semester. Assessment scores will need to be sent back to the home department using the attached excel spreadsheet. In the future, online assessment entry options will be made available.
In each of five requirements areas, students are expected to demonstrate knowledge:

- of human cultures and the sources of meaning (Roots of Cultures),
- of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior),
- of the physical and natural world (Physical and Natural World),
- of cultures foreign to them, international languages, or the forces that draw people of the world together and forces that push them apart (Global Understanding),
- of human artistic expression (Arts Appreciation).

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
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<tbody>
<tr>
<td><strong>Existing Knowledge, Research, and/or Views</strong></td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
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**Critical Thinking Rubric**  
(adapted from the AAC&U VALUE rubrics)

**Definition:** Habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Students who complete the Global Citizenship Program will be able to:**
- Recognize when there is a need for information and identify, locate, evaluate, and responsibly use and share information relevant for the problem at hand
- Explore ideas, issues, images, and events comprehensively by:
  - Analyzing and evaluating assumptions and arguments and constructing well-supported arguments
  - Developing innovative plans or ideas to solve problems

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

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<tr>
<td><strong>Explanation of issues</strong></td>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
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<td><strong>Evidence</strong></td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
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<td><strong>Influence of context and assumptions</strong></td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
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<td><strong>Student's position</strong></td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view and assumptions are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view and assumptions are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
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<td><strong>Innovative Thinking</strong></td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
<td>Experiments with creating a novel or unique idea, question, format, or product.</td>
<td>Reformulates a collection of available ideas.</td>
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<td><strong>Novelty or uniqueness (of idea, claim, question, form, etc.)</strong></td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
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<td><strong>Conclusions and related outcomes (implications and consequences)</strong></td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
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