

READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures. (CSU/UC*) (CAN PSY 6)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

1. critically evaluate claims relating to psychology and the behavioral sciences generally;
2. evaluate with greater precision scientific evidence;
3. compare and contrast experiments in the social and behavioral sciences;
4. perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;
5. demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral data.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as the student learning outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

See attached sheet.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Lecture/discussion. Social science statistical programs (SPSS or Minitab) to enable students to have computer-assisted experience in statistical methodology. Assignments in a computer laboratory. Textbook and workbook assignments. In-class demonstrations of the mastery of concepts and methodology at the white-(or black)board or on graph paper.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Examinations and quizzes to assess mastery of concepts and methodology in the course. Papers can also be assigned and used in the evaluation of the student's mastery of the course material. Such papers would require the student to evaluate a published experiment and to carry out an experiment, complete a statistical analysis of the results and write up the experiment in accepted social science/behavioral science format.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Arthur Aron, Elaine N. Aron, *Statistics for Psychology*, 3/E (Prentice Hall, 2006)

Roger Bakeman, Byron F. Robinson, Understanding Statistics in the Behavioral Sciences, 2/E (Erlbaum, 2005)
Hugh Coolican, Introduction to Research Methods and Statistics in Psychology, 4/E (Oxford, 2005);
Frederick J. Gravetter, Larry B. Wallnau, Statistics for the Behavioral Sciences (with InfoTrac), 6/E (Wadsworth, 2004)
Sally Caldwell, Statistics Unplugged (Wadsworth, 2004)
Fred Pyrczak, Success at Statistics, 3/E (Pyrczak Publishing, 2004).

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