

Draft Course Evaluation Rubrics and Sample Course Review Documents

Supplement to the Proposal to Revise the Foundation of General Education from
Major Areas of Learning, Major Academic Approaches, and Core Competencies to Essential
Skills

April 22, 2020

Documents Included:

1. Draft Course Evaluation Rubric for Scientific Reasoning
2. Draft Course Evaluation Rubric for Cultural Analysis and Interpretation
3. Sample Course Review Document for CHEM 110: Introductory Chemistry (Linda Gerz)
4. Sample Course Review Document for PSYC 101: Introduction to Psychology (Calion Lockridge)

SCIENTIFIC REASONING COURSE EVALUATION RUBRIC (SR)

***Definition:** Students describe the Scientific Method and apply the scientific principles they have learned to theoretical and practical issues. Students interpret measurable and observable information through inference and analogy to develop hypotheses and draw conclusions. Students describe methods of scientific inquiry and use critical thinking skills to investigate, question, and solve problems. Students describe and carry out experimental procedures and/or perform laboratory tasks when appropriate to the field, interpret and communicate scientific information using written, oral and/or graphical means, analyze one or more relationships among science, technology and society, and apply logical reasoning in explaining natural phenomena and experimental procedures or outcomes.*

COURSE LEARNING OUTCOMES

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
CLO alignment with Essential Skill definition	All or most of the CLOs align with the SR definition.	Many of the CLOs align with the SR definition. The course needs some revision to meet the Essential Skill.	Few or none of the CLOs align with the SR definition. The course needs significant revision to meet the Essential Skill.

COURSE TOPICS/ACTIVITIES

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
Course topics and/or activities clearly demonstrate how the course meets the Essential Skill	Student learning, practice, and development of the Essential Skill occurs throughout the course.	Student learning, practice, and development of the Essential Skill makes up some of the course.	Student learning, practice, and development of the Essential Skill occurs rarely or does not occur in the course.

SAMPLE ASSIGNMENTS

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
Assignments are transparent : their purpose is expressly stated; they clearly align with CLOs, and the criteria for success are clear to student learners.	Purpose and alignment with CLOs are clear. Detailed rubrics or other criteria for success indicate the level of proficiency and the grade students earn.	Purpose of assignment, alignment with CLOs, and/or criteria for success are present but not immediately clear to student learners.	Purpose, alignment, and/or criteria for success are not clear to student learners.
Assignments promote critical thinking	Students frequently learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications.	Students often learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications.	Students rarely or do not learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications.
Assignments use inclusive language	Assignments use examples that reflect the diversity of the College community	Does not take advantage of opportunities to use inclusive language	Does not use inclusive language or no opportunity to assess

CULTURAL ANALYSIS AND INTERPRETATION COURSE EVALUATION RUBRIC (CAI)

***Definition:** Students analyze case studies, creative works, systems of human thought and behavior, material artifacts, and other primary and secondary sources within a range of academic disciplines to discern and respect diverse perspectives and experiences related, but not limited to, race, ethnicity, gender, sexual orientation, ability, culture, region, country, religion, and/or language.*

COURSE LEARNING OUTCOMES

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
CLO alignment with Essential Skill definition	All or most of the CLOs align with the CAI definition.	Many of the CLOs align with the CAI definition. The course needs some revision to meet the Essential Skill.	Few or none of the CLOs align with the CAI definition. The course needs significant revision to meet the Essential Skill.

COURSE TOPICS/ACTIVITIES

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
Course topics and/or activities clearly demonstrate how the course meets the Essential Skill	Student learning, practice, and development of the Essential Skill occurs throughout the course.	Student learning, practice, and development of the Essential Skill makes up some of the course.	Student learning, practice, and development of the Essential Skill occurs rarely or does not occur in the course.

SAMPLE ASSIGNMENTS

Criterion	Meets Essential Skill	May Meet Essential Skill	Does Not Meet Essential Skill
Assignments are transparent : their purpose is expressly stated; they clearly align with CLOs, and the criteria for success are clear to student learners.	Purpose and alignment with CLOs are clear. Detailed rubrics or other criteria for success indicate the level of proficiency and the grade students earn.	Purpose of assignment, alignment with CLOs, and/or criteria for success are present but not immediately clear to student learners.	Purpose, alignment, and/or criteria for success are not clear to student learners.
Assignments promote critical thinking	Students frequently learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications.	Students often learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications	Students rarely or do not learn or practice the Essential Skill using methods such as teamwork, problem-solving, research, intensive writing, or real-world applications.
Assignments use inclusive language	Assignments use examples that reflect the diversity of the College community	Does not take advantage of opportunities to use inclusive language	Does not use inclusive language or no opportunity to assess

COMMUNITY COLLEGE OF PHILADELPHIA GENERAL EDUCATION			
Course Review Document: Effective Fall 2021			
1. Faculty Writer(s)	Linda Gerz		
NOTE: Your facilitator will fill out #2-11			
2. Division (check one)	<input type="checkbox"/> Business & Technology	<input type="checkbox"/> Liberal Studies	<input checked="" type="checkbox"/> Math, Science and Health Careers
3. Department	Chemistry		
4. Programs where this course appears	ASET, Education—Middle Level, Fire Science, Medical Laboratory Technician, Respiratory Care Technology, Tourism and Hospitality Management		
5. Course Designation	CHEM 110		
6. Course Title	Introductory Chemistry		
7. Course Description	Fundamental laws and theories of chemistry. Metric system, introduction to matter, atomic structure, chemical bonding, periodic table, chemical reactions and equations, gases, solutions, pH and introductory organic chemistry. Scientific notation, the use of conversion factors and problem-solving are stressed. A laboratory science course for Allied Health students and Fire Science students, as well as students who need additional preparation prior to taking CHEM 121-122.		
8. Prerequisites/Corequisites			
9. Placement	FNMT 118 and ENGL 101 ready		
10. Hours and Credits	3-3-4		
General Education Requirements			
11. What general education requirement(s) does the course currently satisfy? (choose all that apply)	<input type="checkbox"/> Am/Global Diversity	<input type="checkbox"/> Humanities	<input type="checkbox"/> Social Sciences
	<input type="checkbox"/> Interpretive Studies	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Tech Competency
	<input type="checkbox"/> Writing Intensive	<input checked="" type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other:
12. What Essential Skill do you propose this course satisfies? (choose one)	<input type="checkbox"/> Oral Communication/ Creative Expression	<input type="checkbox"/> Quantitative Reasoning	<input checked="" type="checkbox"/> Scientific Reasoning
	<input type="checkbox"/> Technological Competency	<input type="checkbox"/> Cultural Analysis & Interpretation	<input type="checkbox"/> Writing, Research, Information Literacy
13. Are you revising elements to meet the Essential Skill?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
14. If yes, then indicate which elements are revised.	<input type="checkbox"/> CLOs and/or Methods of Assessment		<input type="checkbox"/> Sequence of Topics
	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Title	<input type="checkbox"/> Other:
15. Does this course transfer?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain in the rationale.		
NOTE: All documents should include at least three sample assignments/activities.			
16. Date of Submission	March 10, 2020		

Part 1: Course Learning Outcomes

ESSENTIAL SKILL DEFINITION <i>(filled out by facilitator)</i>	CLOs <input checked="" type="checkbox"/> Same <input type="checkbox"/> Revised	Methods of Assessment
Students describe the Scientific Method and apply the scientific principles they have learned to theoretical and practical issues.	6) Apply an understanding of the Law of Conservation of Mass to balancing equations and classifying reactions. 7) Be able to solve mathematical problems involving gases by applying the appropriate gas law.	Laboratory experiments Chemical demonstrations
<p>Students interpret measurable and observable information through inference and analogy to develop hypotheses and draw conclusions.</p> <p>Students describe methods of scientific inquiry and use critical thinking skills to investigate, question, and solve problems.</p> <p>Students describe and carry out experimental procedures and/or perform laboratory tasks when appropriate to the field,</p>	2) Demonstrate an understanding of matter, classifications of matter, physical and chemical properties of matter, and physical and chemical changes of matter. 3) Demonstrate an understanding of the subatomic composition of atoms, isotopes, and ions and their relationship to atomic number, mass number, average atomic mass and charge. 4) Demonstrate an understanding of the differences between ionic and covalent (polar and non-polar) bonding of compounds in terms of their composition, properties, electron interactions, Lewis structures and nomenclature. 5) Demonstrate an understanding of the concept of mole and apply it to solving mathematical problems involving molar mass, molarity, and mass to mole conversions. 12) Demonstrate an ability in the laboratory to work safely and proficiently in handling the common laboratory equipment and chemicals used to carry out laboratory procedures, and to collect, record and analyze data.	Exams Laboratory experiments Chemical demonstrations

interpret and communicate scientific information using written, oral and/or graphical means,	1) Demonstrate an understanding of metric measurements, common metric prefixes, scientific notation, and metric-metric conversions.	Exams Laboratory experiments Chemical demonstrations
analyze one or more relationships among science, technology and society, and		
apply logical reasoning in explaining natural phenomena and experimental procedures or outcomes.	8) Demonstrate an understanding of solutions, the factors that affect solubility, solution concentration (% by mass and molarity), and dilution (using $V_1M_1 = V_2M_2$) 9) Demonstrate an understanding of pH, strong and weak acids, bases, and electrolytes. 10) Be able to identify and do simple naming (up to 10 carbons) of the 4 classes of hydrocarbons (saturated and unsaturated) and isomers. 11) Be able to identify common organic functional groups (using visual aids).	Exams Laboratory experiments Chemical demonstrations

Part 2: Rationale for Meeting the Essential Skill

This course addresses the Essential Skill of Scientific Reasoning in the many topics that are integral to the course. The scientific method is taught in the beginning of the course and application of it is carried out in lab experiments. Collection of data, including observations and measurements, developing hypotheses and drawing conclusions are part of the hands on lab experience. Basic lab reports are submitted and graded on a weekly basis. Scientific inquiry and critical thinking apply to lab experience and to in-class problem solving ranging from topics of chemical quantities, solution concentrations, and pH values. Naming compounds, formula writing and balancing equations are other critical thinking components of the course in addition to atomic theory related to ionic and covalent bonding in inorganic and organic compounds. Exam questions assess understanding of these concepts.

Transfer depends on the program and the transferring institution. For example, CHEM 110 would transfer as a prerequisite for a nursing program at most schools, and probably as a gen. ed. at most schools, but it would not transfer for a chemistry program or other bachelor level science or engineering degree program.

Part 3: Course Topics or Activities

1. Scientific measurement.
2. Chemical analysis of gases and solutions.
3. Properties of matter.
4. Molecular theory.
5. Atomic theory and structure.
6. Valence.
7. Chemical formula equations and writing.
8. Safe chemistry laboratory protocols.
9. Chemist vocabulary and chemical analysis report writing skills.
10. Gases
 - a. General properties
 - b. The kinetic theory
 - c. Charles' law
 - d. Boyles's law
 - e. Combined gas law
 - f. Ideal gas law
 - g. Molar volume
11. Solutions
 - a. Types of solutions
 - b. Properties of solutions
 - c. Concentration of solutions
 - d. Acids and bases
 - e. pH

Part 4: Sample Assignments

Chemistry 110
Exam #1 Chapters 1, 2, 3

Name: _____
 (worth 100/100 + 5 bonus points)

- 1.) Label each statement as an example of an **observation, hypothesis, experiment, or theory**. (4 points)
- The unknown liquid was yellow and had a temperature of 22.0°C.

 - If a plant is watered regularly and receives sufficient sunlight, then it should grow. _____
 - The extinction of the dinosaurs was caused by an asteroid that collided with the earth. _____
 - For a smoking cessation study, 50% of the participants received placebo as the control group, and 50% received a nicotine patch. _____
- 2.) Change each number into **scientific notation**. (12 points)
 Identify how **many significant figures** are in each measured number. (6 points)

	Scientific Notation	Significant Figures
0.9800 kL		
250 g		
16.40 mL		
5658000 nm		
0.001002 μ L (mcL)		
504.00 kg		

- 3.) Complete the following **metric conversions**. (16 points)

1 L = _____ nL 1 g = _____ μ g (mcg)

1 Mg = _____ g 1 m = _____ cm

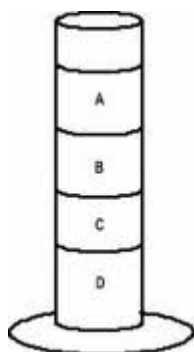
1 kg = _____ g 1 L = _____ mL

1 L = _____ dL 1 km = _____ m

- 4.) Convert $2.6 \times 10^8 \text{ km}$ to the proper amount of **m**. Report answer to 2 significant figures. (3 points)
- 5.) If a runner consumed 1250 mL of a sports drink, how many **qt.** were consumed? Report answer to 3 significant figures. (4 points)
- 6.) An experimental coating was applied to a surface to see how well it would adhere in humid conditions. The coating had a measured thickness of 27.0 nm. How many **inches (in.)** is this equivalent to? Report answer to 3 significant figures. (4 points)
- 7.) The typical dosage of epinephrine solution administered to a patient under cardiac arrest is 0.10 mg per kg of body weight. If the patient weighs 160 lb, how much epinephrine in **mg**, should be administered? Report answer with proper significant figures. (4 points)
- 8.) The density of ethylene glycol, commonly known as antifreeze, is 1.13 g/mL. Find the **volume** occupied by 425 g of that solution. Report answer with proper significant figures. (4 points)
- 9.) Irregularly-shaped silver pellets have a mass of 321.000 g. When the pellets were placed into 50.0 mL of water in a graduated cylinder, the water level rose to 80.5 mL. What is the **density** of the silver? Report answer with proper significant figures. (5 points)

10.) Rank how the following liquids would appear in the density column below. (4 points)

Liquid Soap 1.06 g/mL; Gasoline 0.74 g/mL; Honey 1.40 g/mL; Motor Oil 0.86 g/mL



A
B
C
D

11.) Label the following pure substances as **elements or compounds**. (4 points)

a.) NO_2 _____

b.) CO _____

c.) CaCl_2 _____

d.) Co _____

12.) Label the following mixtures as **homogeneous or heterogeneous**. (3 points)

a.) Steel _____

b.) Salt water _____

c.) Chicken noodle soup _____

13.) Complete the chart below that describes the shape and volume of the **3 states of matter**. (6 points)

(label **FIXED** or **VARIABLE**)

	SOLID	LIQUID	GAS
VOLUME			
SHAPE			

14.) Label each description as a **physical** or **chemical change**. (6 points)

a.) igniting a propane-gas grill _____

b.) snow melting _____

c.) silver jewelry tarnishing _____

d.) grinding spices _____

e.) milk turning sour _____

f.) dissolving sugar in coffee _____

15.) A dermatologist uses cryogenic nitrogen at -196°C to destroy skin lesions and some skin cancers. What is this temperature in **Kelvin**? (3 points)

16.) A person experiencing a high fever had a temperature of 103.5°F . What is this temperature in $^{\circ}\text{C}$? (3 points)

17.) A person uses 750 kcal when taking a long walk over a 3 hour period. How many **Joules (J)** would this be? (4 points)

18.) Calculate the **Calorie** content in a Dunkin Donut "Sausage, Egg & Cheese on Croissant" sandwich that contains 51 g of fat, 41 g of carbohydrates and 22 g of protein. Recall that 4 Calories are contained 1 g of carbohydrates and proteins and that 9 Calories are contained in 1 g of fat. Report answer to a whole number. Show work. (5 points)

EXTRA CREDIT QUESTION (+5 POINTS):

A car travels at 55 mi/h (mph) and gets 11 km/L of gasoline. How many gallons of gasoline are needed for a 3 hour trip?

Data Sheet

Note to Students: Refer to the Introductory Organic Chemistry PowerPoint provided to you by your lab professor. Be sure to **read the PowerPoint before coming to lab** so you can be better prepared for the explanation your lab professor will give.

1.) Given the following condensed formulas and molecular formulas for the first 5 alkanes, build the molecules listed below and draw their structural formulas.

CH ₄ (methane)
CH ₃ -CH ₃ (ethane—C ₂ H ₆)
CH ₃ -CH ₂ -CH ₃ (propane—C ₃ H ₈)
CH ₃ -CH ₂ -CH ₂ -CH ₃ (butane—C ₄ H ₁₀)
CH ₃ -CH ₂ -CH ₂ -CH ₂ -CH ₃ (pentane—C ₅ H ₁₂)

2.) Alkyl halides

Using the model kit, build the following molecules from their condensed formula. Provide the structural formula, molecular formula and the name of the molecule.

Condensed Formula	Structural Formula	Molecular Formula	Name
CH ₃ -Cl			
Condensed Formula	Structural Formula	Molecular Formula	Name
CH ₃ -CH ₂ -Br			
CH ₃ -CH-CH ₂ -CH ₃ Br			
CH ₃ -CH ₂ -CH ₂ -CH ₂ -I			

Condensed Formula	Structural Formula	Molecular Formula	Name
CH ₃ -CH-CH ₂ -CH ₂ -Br Br			
CH ₃ -CH-CH ₂ -CH-CH ₂ - Br F Br			

3.) Draw butane and an isomer of butane, 2-Methylpropane.

4.) The two isomers of C_2H_6O are ethanol and dimethylether. Construct and draw a structural formula for both. Label each isomer correctly.

5.) Draw the two isomers of 2-butene. One is cis-2-butene and the other is trans-2-butene. Label each isomer correctly.

SAMPLE

1. Fill in the table for the three subatomic particles.

	Proton	Neutron	Electron
Mass (amu)			
Charge			
Location (<i>inside</i> or <i>outside</i> of nucleus)			

2. Fill in the blanks with the name of the correct subatomic particle

- For a neutral atom, the # _____ = # _____
- For a cation, the # _____ > # _____ (because _____ were lost)
- For an anion, the # _____ > # _____ (because _____ were gained)
- Atomic Number = # _____
- Mass Number = # _____ + # _____

3. Use the following isotopic notations to identify how many p, n and e are in the atom:



# protons				
# neutrons				
# electrons				

a. What atoms are **isotopes**?

b. What atom is a **cation**?

4. A monoatomic ion has a charge of 1+. This ion has 18 electrons and 20 neutrons.

- a. How many protons does the ion have?
- b. What is the atomic number of the ion?
- c. What element is it? What is its symbol?
- d. What is the ion's mass number?
5. A monoatomic ion has a charge of 1^- . This ion has 36 electrons and 45 neutrons.
- a. How many protons does the ion have?
- b. What is the atomic number of the ion?
- c. What element is it? What is its symbol?
- d. What is the ion's mass number?
6. A monoatomic ion has a charge of 2^+ . This ion has 27 electrons and 35 neutrons.
- a. How many protons does the ion have?
- b. What is the atomic number of the ion?
- c. What element is it? What is its symbol?
- d. What is the ion's mass number?
7. Predict the **charges** that these elements / atoms will most likely form based on their position in the periodic chart. (Answer may be "**none**" --that is: *does not typically form an ion.*)
- H _____ He _____ O _____ Li _____ N _____ Al _____
- C _____ Ca _____ Br _____ S _____ Na _____ Xe _____

COMMUNITY COLLEGE OF PHILADELPHIA GENERAL EDUCATION

Course Review Document: **Effective Fall 2021**

17. Faculty Writer(s)	Calion Lockridge		
NOTE: Your facilitator will fill out #2-11			
18. Division (check one)	<input type="checkbox"/> Business & Technology	<input checked="" type="checkbox"/> Liberal Studies	<input type="checkbox"/> Math, Science and Health Careers
19. Department	Psychology, Education, and Human Services		
20. Programs where this course appears	BHHS, Biology, Business Leadership, Communication Studies, Criminal Justice, Dental Hygiene, Education—Early Childhood, Education—Secondary, Education—Middle Level, Fire Science, Health Care Studies, International Studies, Liberal Arts—Honors, Liberal Arts, Liberal Arts—Social/Behavioral Science, Psychology, Religious Studies		
21. Course Designation	PSYC 101		
22. Course Title	Introduction to Psychology		
23. Course Description	In this course students survey the research and theories of the science of human behavior with a particular focus on human mental processes. Among the topics discussed are development, learning, memory, perception, personality, motivation, social behavior, abnormal behavior and therapy. Also included is an introduction to the various careers associated with psychology. Key to the study of psychology is the scientific method and how it is applied to the analysis and measurement of individuals and groups.		
24. Prerequisites/Corequisites			
25. Placement	ENGL 101 ready		
26. Hours and Credits	3-0-3		
General Education Requirements			
27. What general education requirement(s) does the course currently satisfy? (choose all that apply)	<input type="checkbox"/> Am/Global Diversity	<input type="checkbox"/> Humanities	<input checked="" type="checkbox"/> Social Sciences
	<input type="checkbox"/> Interpretive Studies	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Tech Competency
	<input type="checkbox"/> Writing Intensive	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other:
28. What Essential Skill do you propose this course satisfies? (choose one)	<input type="checkbox"/> Oral Communication/ Creative Expression	<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Reasoning
	<input type="checkbox"/> Technological Competency	<input checked="" type="checkbox"/> Cultural Analysis & Interpretation	<input type="checkbox"/> Writing, Research, Information Literacy
29. Are you revising elements to meet the Essential Skill?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
30. If yes, then indicate which elements are revised.	<input type="checkbox"/> CLOs and/or Methods of Assessment		<input type="checkbox"/> Sequence of Topics
	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Title	<input type="checkbox"/> Other:
31. Does this course transfer?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain in the rationale.		
NOTE: All documents should include at least three sample assignments/activities.			
32. Date of Submission	March 10, 2020		

Part 1: Course Learning Outcomes

ESSENTIAL SKILL DEFINITION (facilitator fills in)	CLOs <input checked="" type="checkbox"/> Same <input type="checkbox"/> Revised	Methods of Assessment
Students analyze case studies, creative works, systems of human thought and behavior, material artifacts, and other primary and secondary sources within a range of academic disciplines to	1) Define psychology as a science in terms of its history, theories, methods, applied areas, and ethical issues. 2) Describe the structure and function of the nervous system as the biological basis of behavior and cognition. 3) Apply the major theoretical perspectives to an understanding of personality, lifespan development, abnormal behavior, and psychotherapy.	Collaborative projects Worksheets Classroom exercises Writing Assignments Exams
discern and respect diverse perspectives and experiences related, but not limited to, race, ethnicity, gender, sexual orientation, ability, culture, region, country, religion, and/or language.	4) Demonstrate an understanding of the major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural). 5) Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.	Collaborative projects Worksheets Classroom exercises Writing Assignments Exams

Part 2: Rationale for Meeting the Essential Skill

One of the primary definitions of this essential skill is the opportunity for students to ‘analyze diverse systems of thought and behavior’ and apply it to the concepts under instruction; CLOs 3 and 4 of this course synchronize well with this definition and with learning goal 2.5 – ‘Incorporate sociocultural factors in scientific inquiry’, promulgated in the latest American Psychological Association Guidelines for the Undergraduate Psychology Major, Version 2.0. Additionally, this course also has listed within its fifth CLO a particular focus on the ‘recognition and respect of human diversity, and an understanding that psychological explanations of human behavior can vary across populations and contexts’. This CLO firmly aligns with learning goal number 3 – Ethical and Social Responsibility in a Diverse World –and is also featured in the American Psychological Association Guidelines for the Undergraduate Psychology Major. Psych 101 is a required social science course for the degree programs of all four-year programs in psychology at area colleges, and all the programs that CCP has transfer agreements with. Students who also take PSYC 101 who are not psychology majors will also be able to transfer the credits for the course to their 4 year institutions. Offering this course as a general education

requirement to CCP students during their path to a 2-year undergraduate degree better prepares them with essential skills to facilitate their matriculation and graduation.

Part 3: Course Topics or Activities

1. Introduction to Psychology
2. Research Methods and Ethics
3. Biology and Behavior
4. Sensation and Perception
5. Consciousness
6. Learning
7. Memory
8. Development
9. Personality
10. Psychological Disorders
11. Therapies
12. Social Psychology

Part 4: Sample Assignments

Sample Assignment 1 – Writing Assignment

Short Essay Assignment given to PSYC 101 students after viewing documentary film **Not My Life*

**Not My Life* was a documentary about human trafficking occurring in different parts of the world shown in an open forum during Human Trafficking Awareness week during the Fall 2018 term.

Not My Life Short Essay Assignment

Assignment: This is a writing assignment designed to capture your reaction the documentary *Not My Life*. After viewing the film, in a 300 – 350 -word short essay, address the two following points:

1. Select the story from *Not My Life* that provoked the strongest emotional response for you, state it, and explain why.
2. Based on the experiences of the young people at varying stages of development you viewed in the film, what are some of the ways that their cognitive and emotional development could be supported if they were removed from their traumatic situations?
3. While *Not My Life* attempts to cover the breadth of the modern day human trafficking experience, there may be aspects of it that **to you** that may seem missing or inaccurate. Select one such omission or inaccuracy that stands out to you and explain why it does.

Submission: Upon completion, your essay is to be 300 - 350 and should have **1”** inch margins (on all sides) and be in a standard 12 pt. font with a standard heading. Please submit your paper with the file name, Not My Life Reaction Paper Assignment. Essays that deviate from the specified length substantially, by more or less than 50 words, will be returned for additional revision and/or editing.

Your essay is to be submitted electronically via CANVAS as a **PDF, DOC, or DOCX**; should you submit your essay in an unreadable format, you will be required to re-submit it upon discovery. Please be sure to save a digital copy for your records. Unless by prior agreement, hard copies and/or emailed essays will not be read, acknowledged, and most importantly, are not eligible to receive credit.

The best essays will address both questions above and will provide specific points, quotes, and/or examples from the film. Avoid providing a summary of the film, and instead focus on bringing your unique perspective to this assignment.

Additional Notes:

- This assignment can be adjusted to focus on the essential skill definition where students ‘analyze creative works....to discern and respect diverse perspectives and experiences related...but not limited to race, ethnicity, gender, culture, region, country, religion, and/or language.
- With this assignment, students get to practice the essential skill with a short intense writing assignment that focuses on the course CLO’s 3 and 5. Assignment point 2 focuses on CLO 3 where they can apply a theoretical perspective (i.e. lifespan development), and Assignment point 1 focuses on CLO 5, recognizing and respecting human diversity; where students are asked to evaluate their emotional response to the stories in the documentary, and explain why. This makes them use CLO 5, but in an introspective context.
- Short essay assignments like this one are valuable opportunities for instructors to examine real-world ramifications of psychological phenomena, and they can adapt this assignment to align with the multitude of community events and themed months and weeks that occur at CCP.
- Due to the possibility that some documentary material presented on campus could intersect with traumatic past experiences of our students, instructors should be prepared to offer an alternative assignment for equal credit; and present this possibility along with the primary assignment.

Sample Assignment 2 – Writing Assignment

Short Essay Assignment in response to a Yoga seminar attended by Psyc 101 students during Brain Awareness week in Fall 2017

This is a follow up assignment to the yoga seminar many of you attended last week. Whether you were able to physically participate in the yoga movements or not, your presence provided an experience that you can reflect on. Here is what I want you to do:

1) In no less than 400 words; and no more than 500 words, discuss your experience during the seminar in relation to the sections of the text where we encountered different concepts related to consciousness. This assignment is open ended, and I want you to develop a connection between your experience and the concepts discussed in that section by thinking of a connection that you believe no one else would.

2) Here are a few parameters:

- If you are not sure where to start, think about when you first heard about yoga? Was it associated with states of 'consciousness'? How old were you? When did you hear about it? Where did you hear about it? Was it an activity associated with a specific ethnic, racial, or religious group?
- Your paper must be in double spaced, times new roman 12-point font.
- Do not hand me any hard copies, or email your assignment to me. I will not accept it.
- You must upload your assignment. If you are having trouble email me through CANVAS. Once again, DO NOT email me your assignment.
- Proofread your work. Do not submit a paper with typos and grammatical errors. If you submit a paper with grammatical errors and typos, your grade will suffer greatly; it really will.
- Do not go over 500 words. Anything after 500 words I will not read.
- Do not plagiarize. If you do, you will fail the assignment, and possibly the course. It is not worth it. It is just 500 words, and you have ample freedom to frame and shape your response as you see fit.
- Turn in your assignment on time. Every day that it is late, I will take ten percent off of the final grade.

Additional Notes:

- This assignment almost exclusively focuses on the essential skill definition with respect to analyzing a system of human thought and behavior.
- This assignment is experience-based, where students have an experience and write a reaction where the focus is on CLOs 4 and 5, demonstrating an understanding of the socio-cultural perspective of psychology by examining cultural factors that influence their engagement with the primary focus of the experience (i.e. yoga), and developing a recognition and respect for the potential value of the experience, respectively.

Sample Assignment 3 – In Class Discussion and Low-Stakes Writing Assignment: Cross –Cultural Verbal Misunderstandings

Assignment: This assignment is adapted from exercises developed by the APA division 2 for the Society for the Teaching for Psychology, intended for Psyc 101 students

- This in class discussion assignment "What am I Trying to Say" is designed to demonstrate that although the same terms or idioms may be used in different cultures, they can have

different meanings. Instructors distribute the questionnaire provided in Part 1 to students and ask them to write a brief definition for each of the underlined words or phrases. Each of these terms and idioms has a different meaning in the United States and Great Britain. After students have completed the questionnaire, ask them to define the terms, share the meanings attributed to the terms or phrases by someone in Great Britain (see the answer key in the definition of terms), and lead the class in a discussion about translation difficulty.

- After this assignment, students can write a short, low stakes 150 to 200-word reflection essay on when they had been in situations where they have had verbal misunderstandings with people from other cultures, and how they overcame translation difficulties.

Additional Notes:

- This assignment aligns well with the essential skill definition where students analyze systems of human thought and behavior (i.e. uses of language from other cultures).
- The course CLOs 4 is a primary focus, because language is a central domain of the cognitive perspective in psychology, and the socio-cultural aspect of language use in different parts of the world is also discussed. CLO 5 is also a focus, because through discussion and written assessment, students gain an understanding of cultural factors that can influence how people understand language.

“WHAT AM I TRYING TO SAY?” – Part 1

Briefly define each of the following underlined terms or phrases.

1. Knickers:

2. “The project will be finished at the end of the day.”

3. A business indicates that there is a backlog at its warehouse.

4. At a meeting, one of the participants suggests tabling the next item.

5. A friend of yours tells you that she when she meets her boyfriend she will fill him in.

6. A friend of yours tells you that his presentation bombed.

7. John was really pissed.

“WHAT AM I TRYING TO SAY?” – Part 1 Answer Key
DEFINITIONS OF TERMS

The purpose of this exercise is to demonstrate that although the same terms or idioms may be used in different cultures, they can have different meanings.

1. Knickers

America: knee-length trousers
Britain: women’s underpants

2. “The project will be finished at the end of the day.”

America: usually taken literally, that is that the project will be completed by the end of the working day
Britain: the project will be done when it will be done--finish time is open-ended

3. A business indicates that there is a backlog at its warehouse.

America: there is a list or orders waiting to be filled
Britain: the warehouse has an overstocked inventory

4. At a meeting, one of the participants suggests tabling the next item.

America: put the discussion off until another time
Britain: discuss the item immediately

5. A friend of yours tells you that she when she meets her boyfriend she will fill him in.

America: that she will elaborate/clarify/tell him
Britain: that you want to hit the person over the head

6. A friend of yours tells you that his presentation bombed.

America: the presentation was a failure

Britain: the presentation was a success

7. John was really pissed.

America: the person is angry/upset.

Britain: John was drunk.

SAMPLE

Writing Assignment Rubric

Name: _____

Category		Points				
		5	4	3	2	1
Organization		Information is very well organized with well-constructed paragraphs, and use of subheadings, and outside sources are cited within the paper correctly	Information is organized with well-constructed paragraphs and outside sources are cited within the paper correctly	Information is organized but paragraphs are not well constructed and outside sources are not cited correctly within the paper	The information appears to be disorganized, and information is not cited correctly within the paper	Information is not only disorganized, the assignment does not fit with the requirements of the assignment
Quality of Information		Information in paper clearly relates to the main topic, It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics		No grammatical, spelling, or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling or punctuation errors	Many grammatical, spelling, or punctuation errors	Grammatical, spelling, and punctuation errors throughout paper
Sources		All sources are accurately documented in the desired format (APA)	All sources are accurately documented, but a few are not in the desired format (APA)	All sources are accurately documented, but many are not in the desired format (APA)	Some sources are not accurately documented	All sources are not documented and there is no discernable format used