

Course Outline

COURSE: PSYC 1A **DIVISION:** 10 **ALSO LISTED AS:** PSYC 10

TERM EFFECTIVE: Spring 2014 **Inactive Course**

SHORT TITLE: INTRO TO PSYCHOLOGY

LONG TITLE: Introduction to Psychology

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The nature, scope, methods, presuppositions, history, and fields of psychology together with the scientific study of factors influencing human behavior, human development, perception, learning, memory, emotion, personality, frustration, and psychotherapy. (C-ID: PSY 110) Course is now listed as PSYC 10. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. To recognize psychology as the science that systematically studies observable behavior and its relationship to unseen mental processes and events in the environment.

ILO: 7,1

Measure: written exams, general class/small group discussions &

activities

2. To define basic psychological terms, concepts and theories.

ILO: 7,1,2

Measure: written exams

3. To identify the nature and operations of behavioral patterns.

ILO: 1,2,7,4

Measure: self-improvement research paper, response to demonstrations, written exams

4. To apply psychological terms, concepts and theories to personal, interpersonal and professional functioning.

ILO: 2,3,4,6

Measure: reaction papers, self-improvement research paper, written exams

5. To describe the role of the APA Ethics Code in the field of psychology.

ILO: 2,7,1,6

Measure: general class/small group discussions & activities, written exams

6. To explain the importance of addressing diversity issues in the field of psychology

ILO: 6,4,2

Measure: general class/small group discussions & activities, written exams

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 04/22/2013

Course is now listed as PSYC 10.

3 Hours

Content: The Science of Psychology-What Psychology Is, Careers in Psychology & Human Diversity

Student Performance Objectives: Students will define psychology, list & describe the eight perspectives in psychology that together encompass observable behavior & its relationship to unseen mental processes & events in the environment, & name the major careers in psychology.

Students will recognize & explain the importance & impact of addressing human diversity in the field of psychology via human diversity vignettes they must analyze in small groups & report back on.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: The Science of Psychology-Ethics in Psychology & Research Methods in Psychology

Student Performance Objectives: Students will examine the role of the APA Ethics Code in the field of psychology via ethics-laden vignettes they must analyze in small groups & report back on. Students will explain the scientific method, identify & compare the various research

methods in psychology, & interpret basic psychological research findings.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: The Biological Basis of Behavior-The Role of Neurons, The Central & Peripheral Nervous Systems, The Endocrine System & Genes

Student Performance Objectives: Students will define psychobiology, describe the role of neurons, & differentiate & describe the parts of the central & peripheral nervous systems. Students will examine the function of the endocrine system & contrast the nature (genetic) vs. nurture (environment) explanation of human development.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Sensation & Perception-The Nature of Sensation, The Five Senses, & Perception

Student Performance Objectives: Students will define sensation & evaluate the role of each of the five senses in sensation. Students will define perception, list & explain the elements that make up perception (i.e., organization, constancies, distance & depth, movement & visual illusions), & relate the connection between sensation & perception.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: States of Consciousness-Conscious Experience & Sleep & Dreams

Student Performance Objectives: Students will define consciousness & distinguish between the three types of consciousness. Students will differentiate the various sleep stages & explain the purpose sleep serves, & name & describe the major sleep disorders. Students will discuss the function of daydreaming, fantasizing & dreaming.

3 Hours

Content: States of Consciousness-Drug-altered Consciousness & Meditation & Hypnosis

Student Performance Objectives: Students will define the three categories of psychoactive drugs & distinguish between abuse versus addiction & tolerance versus withdrawal. Students will list the causes of drug abuse/addiction. Students will compare meditation and hypnosis.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a

one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Learning-Classical Conditioning & Operant Conditioning

Student Performance Objectives: Students will explain classical conditioning & discuss how it relates to the development of phobias.

Students will define operant conditioning, diagram the four types of stimuli that either encourage or discourage behavior according to the operant conditioning model, & discuss how operant conditioning influences personal and interpersonal behavior. Students will design & conduct their own operant conditioning experiment using an operant conditioning strategy. Students will define observational learning/social learning theory & illustrate how it operates in their own lives.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section. Students must apply an operant conditioning technique to a pet/family member, & reflect on their own behavior & how it is influenced by observational learning/social learning theory.

3 Hours

Content: Memory-Types of Memory & Forgetting

Student Performance Objectives: Students will describe the four stages in the memory process & differentiate the four types of long-term memory. Students will list the thirteen causes of forgetting & five ways to improve memory.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Cognition & Mental Abilities-Language, Problem Solving, Intelligence & Creativity

Student Performance Objectives: Students will describe the four phases of language development, list the five steps in the problem solving process, & apply them to a challenge in their life. Students will contrast the traditional definition of intelligence with the more contemporary emotional intelligence view. Students will examine creativity as a type of intelligence.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section. Students must apply the five-steps of problem solving to a problem or difficulty in their lives.

3 Hours

Content: Motivation & Emotion-Perspectives on Motivation, Hunger, Sex & Emotions

Student Performance Objectives: Students will define motivation & name

& describe the eleven factors that explain human motivation. Students will recognize the four major eating disorders & relate their causes. Students will discuss the various motives relative to sexual behavior & appraise the pros & cons of each. Students will explain six psychosexual disorders/dysfunctions. Students will examine the various emotions & the theories behind them.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Life-Span Development-Prenatal Development, The Newborn, Infancy & Childhood

Student Performance Objectives: Students will define developmental psychology. Students will list & describe the seven teratogens (threats) to prenatal development & identify the strategies to counter them. Students will review the theories of temperament, cognitive, moral & social development in newborns, infancy & childhood & relate one of them to their siblings or offspring.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section. Students will take one of the theories of temperament, cognitive, moral or social development & use it to explain the current status of a sibling or offspring

3 Hours

Content: Life-Span development-Adolescence, Adulthood & Late Adulthood

Student Performance Objectives: Students will discuss & evaluate the eleven issues that impact adolescent personality & sociocultural development. Students will distinguish between the issues paramount for those in adulthood & late adulthood.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Personality-Psychodynamic, Humanistic, Trait & Cognitive-Social Learning Theories of Personality, & Personality Assessment

Student Performance Objectives: Students will define personality & list & compare the predominant theories of personality. Students will relate the historical problems with the study of personality & ways to counter them. Students will explain the purpose of personality assessment & complete various self-scored personality screening scales to better understand themselves.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Stress & Health Psychology-Sources of Stress, How Stress Affects Health, & Coping With Stress

Student Performance Objectives: Students will define stress, list the major causes of stress using the acronym S.T.R.E.S.S.O.R.S. Students will identify & discuss the symptoms of stress & the mental & physical health consequences of unmanaged stress. Students will list the ten factors related to how effectively a person responds to stressors & the fifteen strategies to prevent, minimize or cope with stress.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section. Students will apply one or more of the stress management strategies to a current life stressor.

3 Hours

Content: Psychological Disorders-Perspectives on Psychological disorders, Anxiety, Psychosomatic/Somatoform Disorders, Disassociative, Sexual & Gender-Identity, Personality, Schizophrenic & Childhood Disorders, & Gender & Cultural Differences in Psychological Disorders

Student Performance Objectives: Student will define psychological disorders & differentiate the four primary causes/explanations of psychological disorders. Students will recognize the symptoms & causes of a wide variety of psychological disorders from the DSM-IV-TR & examine & discuss their impact on day-to-day functioning. Students will analyze the influence of gender & culture in psychological disorders.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Therapies-Insight, Behavior, Cognitive, Group & Biological Therapies, & Client Diversity & Treatment

Student Performance Objectives: Students will define psychotherapy. Students will define & compare the multiple types of therapies, & evaluate their appropriateness for various psychological disorders. Students will name the five things to look for in selecting a good therapist. Students will recognize, discuss & explain the importance of being sensitive to cultural diversity in the psychotherapy treatment process.

Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section.

3 Hours

Content: Social Psychology-Social Cognition, Attitudes, Social Influence, & Social Action

Student Performance Objectives: Students will define social psychology. Students will discuss the nature of attitudes & ways to counter those attitudes that threaten the well-being of self & others. Students will describe the social influence factors on individual & group behavior. Students will describe the seven ways human beings form first impressions & the nine factors most likely to cause interpersonal attraction. Students will discuss social action/change strategies. Out of Class Assignments: Completion of the "Check Your Understanding" quizzes at the end the chapter where this content is found as well as a one-page reaction paper to the chapter, & review of the "Understanding Ourselves" section. Students must identify at least one maladaptive attitude about self or towards others, & apply a strategy to ameliorate it.

2 Hours

Final

METHODS OF INSTRUCTION:

1. Lectures (with PowerPoint) 2. General and/or small group discussion. 3. Group discussions/activities 4. DVDs/video clips with discussion 5. Demonstrations 6. Reaction papers to reading assignments 7. Objective examinations 8. Self-improvement research paper 9. Guest speakers, as needed.

METHODS OF EVALUATION:

The types of writing assignments required:

Reading reports

Essay exams

Term papers

The problem-solving assignments required:

None

The types of skill demonstrations required:

Field work

The types of objective examinations used in the course:

Multiple choice

True/false

Other: Short answer and definitions

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 45% - 60%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 5% - 20%

Objective examinations: 45% - 60%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Morris, C.G., & Maisto, A.A., Understanding Psychology (10 th ed.). Pearson, 2013, or other appropriate college level text.

ISBN: 0-205-84596-7

Reading level of text, Grade: 12 Verified by: Carlton Oler

Other textbooks or materials to be purchased by the student: N/A

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201430

CSU GE:

CSU D9, effective 200830

IGETC:

IGETC 4I, effective 201430

CSU TRANSFER:

Transferable CSU, effective 201430

UC TRANSFER:

Transferable UC, effective 201430

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: PSY2

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: PSYC

CSU Crosswalk Course Number: 1A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000101543

Sports/Physical Education Course: N

Taxonomy of Program: 200100