Course Outline

COURSE: PSYC 1B
DIVISION: 10
ALSO LISTED AS:

TERM EFFECTIVE: Spring 2014
Inactive Course

SHORT TITLE: INTRO TO PSYCHOLOGY

LONG TITLE: Introduction to Psychology

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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture:</td>
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COURSE DESCRIPTION:

Continuation of Psychology 1A. This course stresses the biological basis of behavior including: neuroanatomy, the senses, perception, learning, thinking, and psychological disorders. (C-ID: PSYC 150)

PREREQUISITE: Completion of Psychology 1A with a grade of 'C' or better.

PREREQUISITES:
Completion of PSYC 1A, as UG, with a grade of C or better.

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. Differentiate between neural and behavioral processes that are pertinent to biological psychology
   ILO: 1, 2, 3, 7
   Measure: Class Discussion; Written Exam; Research Paper & Presentation
2. Identify major historical research and subsequent findings

9/11/2014
ILO: 7, 1, 2, 3
Measure: Class Discussion; Written Exam; Research Paper & Presentation
3. Analyze current research methodologies utilized in the study of mind-brain and brain-behavior relationships
ILO: 2, 7, 1, 3
Measure: Class Discussion; Written Exam; Research Paper & Presentation
4. Differentiate components of the central nervous system, peripheral nervous system, and endocrine system
ILO: 7, 2, 3
Measure: Class Discussion; Written Exam
5. Identify and compare chemical communication processes
ILO: 7, 2, 3, 1
Measure: Class Discussion; Written Exam
6. Analyze the processing issues involved in the sensory modalities and the relationship between sensation and perception
ILO: 7, 2, 1, 3
Measure: Class Discussion; Written Exam
7. Compare and contrast neural processes involved in emotional expression, mental experience, learning, and behavior
ILO: 2, 1, 3, 7
Measure: Class Discussion; Written Exam; Research Paper & Presentation
8. Examine the neural processes involved in the actions of drugs and teratogens
ILO: 7, 1, 2, 3
Measure: Class Discussion; Written Exam
9. Categorize the chemical, anatomical, and physiological components of the different stages/phases of human consciousness
ILO: 7, 2, 1, 3
Measure: Class Discussion; Written Exam
10. Examine the neural and chemical basis of various psychopathologies
ILO: 7, 2, 1, 3
Measure: Class Discussion; Written Exam
11. Identify and analyze credible scientific resources
ILO: 3, 2, 1, 7
Measure: Class Discussion; Review & Critique Papers; Research Paper & Presentation

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Inactive Course: 05/13/2013
WEEK 1 3 HOURS
Historical concepts in brain and behavior studies. The students will be able to describe research issues; list the biological explanations of behavior; report the history, philosophical issues, and development of biological psychology and brain research; and identify careers in modern biological psychology.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 2  3 HOURS
Behavioral genetics and evolution. The students will be able to describe and apply the basic concepts of Mendelian genetics; explain the dynamics of heritability and the biochemistry of genetics; and describe Neural Darwinism.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 3  3 HOURS
Nerve cells and nerve impulses. The students will be able to distinguish between non-neuronal cells and neurons; recognize and describe neuron types, structure, and functions; recognize and describe glial cells: structure and functions; and describe and relate the processes involved in the transmission of nerve impulses within cells.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 4  3 HOURS
Synaptic transmission. The students will be able to identify and describe the chemical and electrical systems involved in neurotransmission; pharmacological effects on neurotransmission, and identify and name the major neurotransmitters and their functions.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 5  3 HOURS
Organization of the nervous system. The students will be able to compare and contrast the various research methods involved in exploring brain anatomy and function. Recognize and identify the structures and functions of the central and peripheral nervous systems. Define nervous system terminology and relate it to nervous system anatomy.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 6  3 HOURS
The structure and function of the brain. The students will be able to locate, describe, and explain the structures and functions of the hindbrain, midbrain, and forebrain. Compare and contrast the structures and functions of the cerebral cortex.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 7  3 HOURS
Development of the brain. The students will be able to describe growth and differentiation of the vertebrate brain. Compare and contrast biochemical and environmental involvement in brain development. Discuss the impact of substance use on prenatal development and subsequent behavioral issues for offspring.
Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper
WEEK 8  3 HOURS
Sensory systems: vision. Students will be able to distinguish between sensation and perception. Describe transduction. Identify the
physiological and neural processes involved in visual perception.
Discuss the effects of damage to the visual processing system.
Describe the development of the visual system.
Out of class assignment: Outside reading of text; online research for
review and critique papers; work on research paper
WEEK 9 3 HOURS
Sensory systems: audition, the mechanical senses, the chemical senses.
The students will be able to identify and describe the receptors,
physiological structures, and processes involved in audition;
vestibular sensation; somatosensation and pain; taste, olfaction,
vomeronasal sensation and pheromones.
Out of class assignment: Outside reading of text; online research for
review and critique papers; work on research paper
WEEK 10 3 HOURS
Motor processes. The students will be able to identify and describe
the types of vertebrate muscles and their functions. Explain the
physiological and neurological processes involved in movement.
Describe reflexive behavioral response. Explain the brain mechanisms
of movement. Identify and describe disorders of movement and possible
causes.
Out of class assignment: Outside reading of text; online research for
review and critique papers; work on research paper
WEEK 11 3 HOURS
Variations in consciousness. The students will be able to identify and
describe endogenous cycles, biorhythms, and circadian rhythms. Recall
the processes involved in setting/resetting the biological clock.
Describe the methods for measuring states of consciousness. Identify
and describe the stages of sleep. Describe the brain mechanisms of
arousal and sleep. Describe abnormalities of sleep and the underlying
neurophysiological processes. Discuss the functions of sleep and
dreaming.
Out of class assignment: Outside reading of text; online research for
review and critique papers; work on research paper
WEEK 12 3 HOURS
Internal regulation. The students will be able to explain homeostasis.
Describe the behavioral and physiological processes used to maintain
body temperature. Describe the mechanisms of thirst. Compare and
contrast osmotic versus hypovolemic thirst. Discuss the psychology and
biology of thirst. Describe the mechanisms of hunger, satiety, and the
role of the hypothalamus in feeding regulation. Discuss the
psychological and behavioral processes involved in eating disorders.
Out of class assignment: Outside reading of text; online research for
review and critique papers; work on research paper
WEEK 13 3 HOURS
Reproductive behaviors. The students will be able to identify and
describe the effects of sex hormones. Identify and describe variations
in sexual behavior: evolutionary interpretations of mating behavior;
determinants of gender identity; possible biological bases of sexual
Emotional behaviors. The students will be able to describe autonomic nervous system actions. Relate the role of neurotransmitters and the limbic system in emotional behavior. Compare and contrast biopsychological theories of emotion. Discuss emotional syndromes and the cerebral hemispheres. Identify the hormones and neurotransmitters involved in aggressive behavior.

Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper

WEEK 15  3 HOURS

The biology of learning and memory. The students will be able to identify and discuss the brain mechanisms involved in cognition. Describe long-term potentiation. Distinguish between classical and operant learning principles. Describe the function of the hippocampus in memory.

Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper

WEEK 16  3 HOURS

Lateralization of function. The students will be able to list visual and auditory connections in the brain. Discuss the results of cutting the corpus callosum. Describe the development of lateralization and handedness. Compare and contrast research on lateralization with media hype and common myths.

Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper

WEEK 17  3 HOURS

Psychological disorders. The students will be able to describe organic brain syndromes. Describe and discuss the chemistry, anatomy, and physiology of psychopathology. Identify and explain mood disorders and schizophrenia. Compare and contrast theories and hypotheses of complex psychological disorders.

Out of class assignment: Outside reading of text; online research for review and critique papers; work on research paper

WEEK 18  2 HOURS

Final

Included in content section.

METHODS OF INSTRUCTION:

1. Texts
2. Lectures
3. Audio-visual Aids
4. Collaborative Learning

METHODS OF EVALUATION:

The types of writing assignments required:
Term papers
Other: Written review and critique of online resources
The problem-solving assignments required:
None
The types of skill demonstrations required:
None
The types of objective examinations used in the course:
Multiple choice
True/false
Completion
Other category:
Oral presentation of research findings.
The basis for assigning students grades in the course:
Writing assignments: 30% - 35%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 0% - 0%
Objective examinations: 55% - 65%
Other methods of evaluation: 10% - 15%

REPRESENTATIVE TEXTBOOKS:
Reading level of text: 12th grade. Verified by: C. Oler

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV D2, effective 200470
CSU GE:
CSU D9, effective 200470
IGETC:
IGETC 4I, effective 200470
CSU TRANSFER:
Transferable CSU, effective 200470
UC TRANSFER:
Transferable UC, effective 200470

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PSYC
CSU Crosswalk Course Number: 1B
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: CCC000280224
Sports/Physical Education Course: N
Taxonomy of Program: 200100