

Course Outline

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

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

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. This course was previously listed as PSYC 1A. (C-ID: PSY 110)
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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

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.

Measure of assessment: written exams, research paper, critical thinking questions, class/small group discussions & activities.

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

Measure of assessment: written exams.

Year assessed, or planned year of assessment: 2013

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

Measure of assessment: critical thinking questions, research paper, self-improvement assignments, response to demonstrations, written exams.

Year assessed, or planned year of assessment: 2013

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

Measure of assessment: critical thinking questions, self-improvement assignments, written exams.

Year assessed, or planned year of assessment: 2014

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

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

Year assessed, or planned year of assessment: 2014

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

Measure of assessment: general class/small group discussions & activities, critical thinking questions, written exams.

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

Curriculum Approval Date: 06/09/2020

3 hours Content: The Science of Psychology. What Psychology Is, Careers in Psychology and Human Diversity

Student Performance Objectives: Students will define psychology, and list, describe, and compare the eight theoretical perspectives in psychology that encompass observable behavior and its relationship to unseen mental processes and events in the environment. Students will explain the trends in psychology as well as name and describe the major applied areas/careers in psychology. Students will recognize and explain the importance and impact of human diversity characteristics such as race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation on psychological research, theory, and practice via human diversity vignettes they must analyze in small groups and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

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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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: The Biological Basis of Behavior? The Role of Neurons, The Central and Peripheral Nervous Systems, The Endocrine System and Genes

Student Performance Objectives: Students will define psychobiology, describe the role of neurons, and differentiate and describe the parts of the central and peripheral nervous systems. Students will examine the function of the endocrine system and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Sensation and Perception? The Nature of Sensation, The Five Senses, and Perception

Student Performance Objectives: Students will define sensation and evaluate the role of each of the five senses in sensation. Students will define perception, list and explain the elements that make up perception (i.e., organization, constancies, distance and depth, movement and visual illusions), and relate the connection between sensation and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: States of Consciousness? Conscious Experience and Sleep and Dreams

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

3 hours Content: States of Consciousness? Drug-altered Consciousness and Meditation and Hypnosis

Student Performance Objectives: Students will define the three categories of psychoactive drugs and distinguish between abuse versus addiction and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Learning? Classical Conditioning and Operant Conditioning

Student Performance Objectives: Students will explain classical conditioning and 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, and discuss how operant conditioning influences personal and interpersonal behavior. Students will design and conduct their own operant conditioning experiment using an operant conditioning strategy. Students will define observational learning/social learning theory and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section. Students must apply an operant conditioning technique to a pet/family member, and reflect on their own behavior and how it is influenced by observational learning/social learning theory.

3 hours Content: Memory? Types of Memory and Forgetting

Student Performance Objectives: Students will describe the four stages in the memory process and differentiate the four types of long-term memory. Students will list the twelve causes of forgetting and seven 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Cognition and Mental Abilities? Language, Problem Solving, Intelligence and Creativity.

Student Performance Objectives: Students will describe the four phases of language development, list the five steps in the problem solving process, and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section. Students must apply the five-steps of problem solving to a problem or challenge in their lives.

3 hours Content: Motivation and Emotion? Perspectives on Motivation, Hunger, Sex and Emotions

Student Performance Objectives: Students will define motivation and name and describe the eleven factors that explain human motivation. Students will recognize the four major eating disorders and relate their causes. Students will discuss the various motives relative to sexual behavior and appraise the pros and cons of each. Students will explain six psychosexual disorders/dysfunctions. Students will examine the various emotions and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Life-Span Development? Prenatal Development, The Newborn, Infancy and Childhood

Student Performance Objectives: Students will define life-span developmental psychology. Students will list and describe the seven teratogens (threats) to prenatal development and identify the strategies to counter them. Students will review the theories of temperament, cognitive, moral and social development in newborns, infancy and childhood, and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section. Students will take one of the theories of temperament, cognitive, moral or social development, and use it to explain the current status of a sibling or offspring.

3 hours Content: Life-Span development? Adolescence, Adulthood and Late Adulthood

Student Performance Objectives: Students will discuss and evaluate the ten issues that impact adolescent personality and sociocultural development. Students will distinguish between the issues paramount for those in adulthood and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Personality?Psychodynamic, Humanistic, Trait and Cognitive-Social Learning Theories of Personality, and Personality Assessment

Student Performance Objectives: Students will define personality and list and compare the predominant theories of personality. Students will relate the historical problems with the study of personality and ways to counter them. Students will explain the purpose of personality assessment, complete various self-scored personality screening scales, and apply the psychological principles underlying these scales to their personal experience to better understand themselves and others.

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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Stress and Health Psychology? Sources of Stress, How Stress Affects Health, and Coping With Stress

Student Performance Objectives: Students will define stress, list the major causes of stress using the acronym STRESSSOARS DIP. Students will identify and discuss the symptoms of stress and the mental and physical health consequences of unmanaged stress. Students will list the eight factors related to how effectively a person responds to stressors and the twenty-three 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 critical thinking question answer to the chapter, and 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, Dissociative, Sexual and Gender-Identity, Personality, Schizophrenic and Childhood Disorders, and Gender and Cultural Differences in Psychological Disorders

Student Performance Objectives: Student will define psychological disorders and differentiate the four primary causes/explanations of psychological disorders. Students will recognize the symptoms and causes of a wide variety of psychological disorders from the DSM-IV-TR and examine, and discuss their impact on day-to-day functioning. Students will analyze the influence of gender and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Therapies? Insight, Behavior, Cognitive, Group and Biological Therapies, and Client Diversity and Treatment

Student Performance Objectives: Students will define psychotherapy. Students will define and compare the multiple types of therapies, and evaluate their appropriateness for various psychological disorders. Students will name the seven things to look for in selecting a good therapist. Students will recognize, discuss and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section.

3 hours Content: Social Psychology? Social Cognition, Attitudes, Social Influence, and Social Action

Student Performance Objectives: Students will define social psychology. Students will discuss the nature of attitudes and ways to counter those attitudes that threaten the well-being of self and others. Students will describe and apply psychological and social principles that influence individual and group behavior, and social and organizational settings. Students will describe the seven ways human beings form first impressions and 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 critical thinking question answer to the chapter, and review of the "Understanding Ourselves" section. Students must identify at least one maladaptive attitude about self or others, and apply a strategy to ameliorate it.

2 hours for 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. Critical thinking questions (CTQs) for reading assignments,
7. Objective examinations,
8. Self-improvement research paper,
9. Guest speakers, as needed.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description: Students must read the textbook and answer critical thinking questions for each of the textbook chapters. Students must also read the 15 strategies for academic success, select 1-2, and write a 5-7 page paper applying the 1-2 strategies they selected to their life.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 45.00 %

45% - 60% Reading reports; Essay exams; Term papers

Skill demonstrations

Percent of total grade: 5.00 %

5% - 20% Field work

Objective examinations

Percent of total grade: 45.00 %

45% - 60% Multiple choice; True/false; Other: Short answer and definitions

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Morris, Maisto. Understanding Psychology. Pearson,2016.

Newest edition.

ISBN: ISBN-10: 0205845967

Reading Level of Text, Grade: 12 Verified by: C. Oler

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU D, effective 201570

CSU D9, effective 201430

IGETC:

IGETC 4I, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

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: 10

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000101543

Sports/Physical Education Course: N

Taxonomy of Program: 200100