**PSYCH 1A Course Outline as of Fall 2020**

# CATALOG INFORMATION

Dept and Nbr: PSYCH 1A        Title: GENERAL PSYCHOLOGY
Full Title: General Psychology
Last Reviewed: 12/9/2019

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---|---|---|---|---|---|---|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 4 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00        Total Student Learning Hours: 157.50

Title 5 Category:  AA Degree Applicable
Grading:              Grade or P/NP
Repeatability:      00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

**Catalog Description:**
Scientific study of human behavior; emotions, thinking, heredity, environment, learning, intelligence, and human diversity.

**Prerequisites/Corequisites:**


**Recommended Preparation:**
Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:**


**Schedule of Classes Information:**
Description: Scientific study of human behavior; emotions, thinking, heredity, environment, learning, intelligence, and human diversity. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

# ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

**Certificate/Major Applicable:**
Both Certificate and Major Applicable

# COURSE CONTENT

**Student Learning Outcomes:**
At the conclusion of this course, the student should be able to:
1. Use major psychological theoretical perspectives to explain human behavior.
2. Identify the major scientific research methods, and use the critical thinking process to assess research materials and methods.

**Objectives:**
At the conclusion of this course, the student should be able to:
1. Define psychology; outline its historical roots; identify what psychologists do; and apply the critical thinking process to psychological phenomena and research outcomes.
2. Describe and apply with examples the various psychological research methods used to study behavior; include description of case studies, naturalistic and laboratory observations, correlational studies, surveys and tests, the experimental method, and longitudinal and cross-sectional studies.
3. Diagram the structure of the brain and its neuron cells; include descriptions of hemispheric specialization, location of important structures and their functions, and male/female differences.
4. Discriminate among the following body rhythms and mental states: circadian rhythm and the

sleep cycle, infradian rhythm and the premenstrual cycle, and ultradian rhythm and the stages of dream.

5. Analyze the processes of sensation and perception and relate how abilities, beliefs, and emotions can affect sensory perception.
6. Summarize the principles of classical conditioning, operant conditioning, and social-cognitive learning and apply these principles when explaining the origins of phobias, fetishes, and aggression.
7. Determine how societal roles and rules, authority figures, and group opinions and behaviors affect an individual's opinions, actions, and emotions; generate a plan on how to decrease stereotypes, prejudice, and discrimination.
8. Distinguish among the different theories of intelligence, including Sternberg's Triarchic Theory of Intelligence and Gardner's Theory of Multiple Intelligence.
9. Discuss how the body, the mind, and culture influence the experience and display of emotions; assess the components of stress and describe how to cope and manage stressful events.
10. Compare and contrast the following theories of personalities: biological (genes and heredity), environmental (parents, peers, situations), cultural (values and traits), psychodynamic (unconscious conflicts and desires), and humanistic (present inner self).
11. Analyze and describe the following categories of psychological disorder: anxiety disorders, mood disorders, eating disorders, personality disorders, dissociative disorders and schizophrenia.
12. Apply the following treatment strategies and therapeutic styles to their appropriate psychological  disorders:  lobotomy, Electroconvulsive Therapy (ECT), antianxiety, antidepressant, antipsychotic, psychodynamic,  cognitive-behavioral, behavioral, humanistic, group, and family.

**Topics and Scope:**

I.     Introduction to Psychological Theories
II.    Psychology Research Methods
III.   Evolution, Genes, and Behavior
IV.   Neurons, Hormones, and the Brain
V.    Body Rhythms and Mental States
VI.   Sensation and Perception
VII.  Learning and Conditioning
VIII. Behavior in Social and Cultural Context
IX.   Thinking and Intelligence
X.    Memory
XI.   Emotion
XII.  Motivation
XIII. Theories of Personality
XIV. Development over the Life Span
XV.  Health, Stress, and Coping
XVI. Psychological Disorders

**Assignment:**

1. Read approximately 35 pages per week
2. Writing assignment that may include research, experiential, response, or project for a minimum of 1,250 words
3. Quizzes, exams, and a final
4. Oral presentation and/or group project may be assigned

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

| Research, experiential, response, or project paper |
|---|

| Writing<br>30 - 60% |
|---|

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

| None |
|---|

| Problem solving<br>0 - 0% |
|---|

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

| None |
|---|

| Skill Demonstrations<br>0 - 0% |
|---|

**Exams:** All forms of formal testing, other than skill performance exams.

| Quizzes, Exams, and a Final |
|---|

| Exams<br>40 - 60% |
|---|

**Other:** Includes any assessment tools that do not logically fit into the above categories.

| Oral presentation and/or group project |
|---|

| Other Category<br>0 - 10% |
|---|

**Representative Textbooks and Materials:**
Psychology. 5th ed. Ciccarelli, Saundra and White, Nolan. Pearson. 2017

Understanding Psychology. 13th ed. Feldman, Robert S. McGraw-Hill. 2017

Discovering  Psychology. 8th ed. Hockenbury, Sandra and Nolan, Susan. Worth. 2019

Diversity in Psychology, Psychology in Diversity: Psychology for the 21st Century. Kremer, Ju¨rgen Werner. Kendall-Hunt. 2017