

PSYC C1000 Course Outline as of Fall 2025**CATALOG INFORMATION**

Dept and Nbr: PSYC C1000 Title: INTRODUCTION PSYCHOLOGY

Full Title: Introduction to Psychology

Last Reviewed: 10/28/2024

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: PSYC 1A

Catalog Description:

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

Additionally at SRJC, topics will be covered using variety of methods including lecture, activities, storytelling, media, and discussion. The field of psychology will be approached from different perspectives including students' own life experiences, ideas from outside the field, and the impact of systemic oppression.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for college-level writing (ENGL C1000 or equivalent)

Limits on Enrollment:

Schedule of Classes Information:

Description: This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

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(Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for college-level writing (ENGL C1000 or equivalent)

Limits on Enrollment:

Transfer Credit: UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:	
	D	Social and Behavioral Sciences	Fall 1981	
CSU GE:	Transfer Area	Effective:	Inactive:	
	D	Social Science	Fall 2010	
	D9	Psychology		
	D	Social Science	Fall 1991	Fall 2010
	D1	Anthropology and Archeology		
	D4	Gender Studies		
	D9	Psychology		
	D	Social Science	Fall 1981	Fall 1991
	D1	Anthropology and Archeology		
	D4	Gender Studies		
IGETC:	Transfer Area	Effective:	Inactive:	
	4	Social and Behavioral Science	Fall 1981	
	4I	Psychology		
CSU Transfer:		Effective:		Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
CID:				
CID Descriptor:	PSY 110	Introductory Psychology		
SRJC Equivalent Course(s):		PSYCC1000		

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. Critically apply psychological perspectives to behavior and mental processes.
2. Understand how psychological inquiries are situated in various socio-cultural contexts.
3. Identify how psychological processes are impacted by context and historical inequalities.

Objectives:

Statewide Required Objectives/Outcomes

At the conclusion of this course, the student should be able to:

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

Expanded and Additional Local Objectives/Outcomes

At the conclusion of this course, the student should be able to:

1. Define Western psychology and place psychological knowledge in a historical and cultural context.
2. Describe and apply qualitative, quantitative, and mixed research methods and discuss their advantages and disadvantages.
3. Diagram the structure of the brain and its cells.
4. Describe typical developmental trajectories.
5. Define and understand different states of consciousness and their neural underpinnings.
6. Analyze the processes of sensation and perception.
7. Explore the interaction between learning and memory.
8. Determine how societal roles and structures, authority figures, and group opinions and behaviors affect an individual's thoughts, actions, and emotions.
9. Describe different cultural constructs of intelligence.
10. Apply health psychology principles that support physical and mental well-being.
11. Understand the display of emotions and experience of motivation.
12. Explore the complex interactions between the psychological experience of acute stress, chronic stress, trauma, and shame and their biological underpinnings.
13. Compare and contrast diverse approaches to understanding personality.
14. Describe human sexuality, sexual orientations, and gender identities.
15. Understand the diverse explanations of psychological imbalances and distress.
16. Identify and critically reflect on interventions that promote psychological well-being and healing.

Topics and Scope:

Statewide Required Topics:

1. Cover at least two topics within each of the following major areas, addressing both theory and application:

- BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
 - COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
 - DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
 - SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
 - MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
 - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
 - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
 - g. How ethical principles guide psychology research and practice.
 3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
 - a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
 - b. to counter unsubstantiated statements, opinions, or beliefs.
 4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.

Assignment:

1. Weekly reading (approximately 35 pages)
2. Writing assignment(s) (a total minimum of 1,250 words) that may include:
 - A. Personal reflection
 - B. Research
 - C. Experiential
 - D. Response
 - E. Project
3. Exams (2 minimum)
4. Other assignments, such as:
 - A. Quizzes
 - B. Presentation
 - C. Group project

Statewide Require Methods of Evaluation:

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Expanded and Additional Local Methods of Evaluation: See table below.

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.

Writing assignment(s)

Writing
30 - 60%

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

None

Problem solving
0 - 0%

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

None

Skill Demonstrations
0 - 0%

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

Exams

Exams
30 - 50%

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

Other assignments; attendance and participation

Other Category
0 - 20%

Representative Textbooks and Materials:

Statewide Representative Textbooks:

OER Examples:

Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text

(<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)

Additional OER examples can be found at <https://asccc-oenr.org/open-educational-resources-andpsychology/>

Traditional Examples:

Weiten, Themes and Variations in Psychology (Cengage, \$51)

Feldman, Understanding Psychology (McGraw, \$70)

Grison & Gazzaniga, Norton's Psychology in Your Life, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)

Kassin, S., Privitera, G., and Clayton, K. (2021). Essentials of psychology, (1st ed.). Sage. (\$65)

Wade, C., Tavis, C., Sommers, S., and Shin, L. (2023). Psychology, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)

Licht, D., Hull, M., and Ballantyne, C. (2020). Scientific American: Psychology (3rd Ed.).

Worth Publishers. (MacMillan, from \$56)

Additional Local Representative Textbooks:

Psychology. 6th ed. Ciccarelli, Sandra and White, Nolan. Pearson. 2020. (classic).
Understanding Psychology. 14th ed. Feldman, Robert S. McGraw-Hill. 2019. (classic).
Discovering Psychology. 9th ed. Hockenbury, Sandra and Nolan, Susan. Worth. 2022.
Diversity in Psychology, Psychology in Diversity: Psychology for the 21st Century. Kremer, Jürgen Werner. Kendall-Hunt. 2017 (classic).
Psychology: Themes and Variations. 11th ed. Weiten, Wayne. Cengage. 2022.
Psychology in your Life. 4th ed. Grisson, Sarah and Gazzaniga, Michael. W.W. Norton. 2021.
Experience Psychology. 5th ed. King, Laura. McGraw-Hill. 2022.

Open Educational Resource (OER):

Introduction to Psychology: The Noba Collection. <https://nobaproject.com/>

Any textbook prices listed above are subject to change