

**PSYCH 1A Course Outline as of Summer 2008****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	3	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 100 or ESL 100

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Scientific study of human behavior; emotions, thinking, heredity, environment, learning, intelligence & human diversity. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN PSY2)

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	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		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 1981	
	4I	Psychology		
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>CID:</b>				
CID Descriptor:	PSY 110	Introductory Psychology		
SRJC Equivalent Course(s):		PSYC1A		

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will 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, ECT, antianxiety, antidepressant, antipsychotic, psychodynamic, cognitive-behavioral, behavioral, humanistic, group, and family.

### **Topics and Scope:**

1. What is Psychology?
2. How Do Psychologists Research?
3. Evolution, Genes, and Behavior
4. Neurons, Hormones, and the Brain
5. Body Rhythms and Mental States
6. Sensation and Perception
7. Learning and Conditioning
8. Behavior in Social and Cultural Context
9. Thinking and Intelligence
10. Memory
11. Emotion
12. Motivation
13. Theories of Personality
14. Development over the Life Span
15. Health, Stress, and Coping
16. Psychological Disorders

### **Assignment:**

1. Carefully read, approximately 25-35 pages per week, and recapitulate assigned materials in the textbook and supplements.
2. Take two midterm exams and one final on lectures, reading concepts and terminology.
3. Write a term or course research paper approximately 3-5 pages in length for the purpose of learning research skills, enhancing course knowledge, and improving writing skills.

4. At the discretion of the instructor, oral presentations and group projects 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 paper

Writing  
10 - 25%

**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.

Multiple choice, true/false, essay exams, fill-in, short answer

Exams  
75 - 90%

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

Oral presentations, group projects

Other Category  
0 - 10%

### Representative Textbooks and Materials:

Wade, Carole; Tavris, Carol

Psychology, Prentice Hall, 2005.

Wood, Samuel E.; Wood, Ellen Green

The World of Psychology, Allyn & Bacon, 2005.

Feldman, Robert S.

Understanding Psychology, McGraw-Hill, 2005.

Santrock, John W.

Psychology, McGraw-Hill 2005.

Plotnik, Rod

Introduction to Psychology, Wadsworth/Thomson, 2005.

Rathus, Spencer

Psychology - Concepts and Connections, Wadsworth/Thomson, 2005.

Myers, David G.

Psychology, Worth, 2004.

Hockenbury, Don H.; Hockenbury, Sandra E.

Psychology, Worth, 2003.

