PSY R101: GENERAL PSYCHOLOGY

Originator
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Co-Contributor(s)

Name(s)
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College
Oxnard College

Discipline (CB01A)
PSY - Psychology

Course Number (CB01B)
R101

Course Title (CB02)
General Psychology

Banner/Short Title
General Psychology

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
Psychology is the scientific study of behavior and mental processes. This course will introduce students to major psychological theories and concepts, methods, and research findings in psychology. The course will cover the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, applied psychology, and psychological disorders and therapeutic approaches. In addition, the course will examine the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation." Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or "P."

Taxonomy of Programs (TOP) Code (CB03)
2001.00 - Psychology, General

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Define the focus of Psychology as the study of mental processes and human behavior
2	Discuss one theory of development, such as Freud's theory of psychosexual development
3	Name and explain the different types of intelligence per Howard Gardner
4	Discuss the possible determinants of Intellectual Disability

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
2	Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
3	Understand and apply psychological principles to personal experience and social and organizational settings.
4	Demonstrate critical thinking skills and information competence as applied to psychological topics.
5	Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)
6	Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation

7	Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health)
8	Draw the distinction between scientific and non-scientific methods of understanding and analysis.

Course Content

Lecture/Course Content
1. Definition of the field of psychology
   a. Mental processes
   b. Human behavior
2. The history of the field of psychology
   a. Forerunners
   b. Modern
3. The science of psychology
   a. The Scientific Method
   b. Types of research
4. Development
   a. Cognitive
   b. Psychosocial, psychosexual, moral, etc.
5. Biological bases of behavior and mental processes
   a. Brain
   b. Nervous system
6. Sensation and perception
   a. Sensation
   b. Perception
7. Personality
   a. Freud
   b. Others
8. Motivation
   a. The Humanists
   b. Others
9. Behavioral theories/Learning
   a. The pioneers: Pavlov, Watson, Skinner
   b. Classical and operant conditioning
10. Psychopathology
    a. A history of mental illness
    b. Introduction to the mental illnesses, etiology and the DSM-5
    c. Specific mental illnesses
11. Treatment of mental illness
    a. Medical treatments/neuroleptics
    b. Psychotherapy
    c. Brain stimulation
12. Specializations in the field of psychology
    a. Social psychology
    b. Clinical psychology and others

Laboratory or Activity Content
None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Objective exams
Oral presentations
Problem-Solving Assignments

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Internet research
Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will explain how to write a five page research paper/literature review exploring an instructor-approved topic related to behavior and/or mental processes. The instructor will show college level sources as required, and the instructor will explain American Psychological Association formatting and citation procedures. And explain primary sources and References Pages.
2. The instructor will require objective tests, two midterms and one final exam.
3. The instructor will require the student to also present their findings in class to their classmates.

Representative Course Assignments

Writing Assignments

1. Outlining of chapter readings from textbook, for example, on "Social Psychology"
2. Five page research paper on the impact of diversity, (e.g. age, ethnicity, gender, socio-economic status, sexual orientation, etc.), upon psychological research (in APA format)
3. Short essays on the distinction between scientific and non-scientific methods of analysis
4. Final essay, for example, applying psychological principles to one's own personal and/or social experience

Critical Thinking Assignments

1. The student will evaluate a psychological theory using Bloom's Taxonomy of Critical Thinking bot as a team and individually.

Reading Assignments

1. Chapters from main class textbook, for example, on the topics of "Learning and Memory" or "Psychological Disorders"
2. Minimum of three journal articles involving case studies which illustrate biological, behavioral, and/or cognitive approaches relating to mental processes and human behavior

Skills Demonstrations

N/A

Other assignments (if applicable)

1. Preparation for class presentation of research on a course-related topic, for instance, "Conscious and unconscious motivations in human behavior"

Outside Assignments

Representative Outside Assignments

1. The student will independently research college level sources regarding the faculty-approved topic related to mental processes or human behavior.
2. The student will prepare for objective tests by reviewing lecture power points and reading weekly textbook chapters and creating outlines of those chapters and power points

Articulation

C-ID Descriptor Number
PSY 110

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
California State University, Channel Islands	PSY 100	Introduction to Psychology	3

Comparable Courses within the VCCCD

PSY M01 - Introduction to Psychology
PSY M01H - Honors: Introduction to Psychology
PSY V01 - Introduction to Psychology

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	PSYCH 101	Introduction to Psychology	
College of the Canyons	PSYCH 101H	Introduction to Psychology - Honors	
LA Pierce College	PSYCH 1	General Psychology I	
Santa Barbara City College	PSY 100	General Psychology	

Attach Syllabus
Newonlinesyllabus.docx

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
Fall 1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development
Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Other Resource Type

Description
American Psychiatric Association, (latest edition) Diagnostic and Statistical Manual, Washington, DC, American Psychiatric Association .

Resource Type
Textbook

Description
Rathus, Spencer A. (2021). *PSYCH* (7th edition). Cengage.

Resource Type
Textbook

Description
Coon, D., Mitterer, J., Martini, T.S., (2019). *Introduction to Psychology: Gateways to Mind and Behavior* (15th edition). Cengage.

Library Resources

Assignments requiring library resources
Research paper and presentation

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research paper/literature using college level articles or books APA formatting and citations

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Attend all zoom sessions and contribute to class discussions on treatment of mental illness.
Asynchronous Dialog (e.g., discussion board)	Work with instructor on pre research paper

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	students will post to discussion board on cause of mental illness and post in response to fellow student

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
PSYCHOLOGY

Review and Approval Dates

Department Chair
08/27/2020

Dean
08/28/2020

Technical Review
10/28/2020

Curriculum Committee
10/28/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
12/09/2020

Board
MM/DD/YYYY

CCCCO
12/18/2020

Control Number
CCC000258307

DOE/accreditation approval date
MM/DD/YYYY