

# PSY R101H: HONORS: GENERAL PSYCHOLOGY

**Originator**

ptrujillo

**Co-Contributor(s)****Name(s)**

Chaparro, Linda (lchaparro)

**College**

Oxnard College

**Discipline (CB01A)**

PSY - Psychology

**Course Number (CB01B)**

R101H

**Course Title (CB02)**

Honors: General Psychology

**Banner/Short Title**

Honors: 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. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. 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 | Apply Freud's theory of Psychosexual Development to an age appropriate person, i.e. a child who is at the appropriate age as Freud indicates |
| 2 | Define the focus of Psychology as the study of mental processes and human behavior   |
| 3 | Discuss one theory of development, such as Freud's theory of psychosexual development  |
| 4 | Name and explain the different types of intelligence per Howard Gardner  |
| 5 | Discuss the possible determinants of mental retardation  |
| 6 | Write a 15 page literature review on a selected and approved topic in Psychology   |
| 7 | Do a 20 minute presentation on that same topic listed above  |

**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 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):**

Essay exams  
 Essays  
 Group projects  
 Individual projects  
 Objective exams  
 Oral presentations  
 Problem-Solving Assignments  
 Problem-solving exams  
 Quizzes  
 Reports/papers  
 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 use of technology  
 Internet research  
 Lecture  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will lecture on the six major theories of Psychology today: Biological/Existential, Psychodynamic, Behaviorist/ Learning, Cognitive, Humanist, Sociocultural.
2. The instructor will present on how to use the American Psychological Association citing and formatting for manuscript and show examples. This is in preparation for their literature review.
3. Students will select a behavior they have seen in the world such as abusing a child or domestic violence and try to determine which of the above theories would best explain this behavior.
4. The student will write a 15-20 page literature review/research paper on a selected, instructor approved topic such as Psychoneuroimmunology or etiology of Intellectual Disability.
5. In small groups, the students will examine different types of mental illness and discuss the different etiology, symptoms and evidence- based treatments for these illnesses

## **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
5. (Honors) Reflective essay on a topic such as psychological issues of LGBTQI children or youth today

### **Critical Thinking Assignments**

1. The students will view a film focusing on mental illness such as "The Snake Pit" and explore/select the best diagnosis (best "fit" of diagnostic symptoms) per the current DSM (perhaps the DSM-5), treatments used in the 1940's and explore the best treatment in today's availability of treatments for that diagnosis.
2. Students will examine all methods of research and select the best "fit" to explore a behavior seen today such as online dating or "ghosting" in online dating.

### Reading Assignments

1. Chapters from main class textbook, for example, on the topics of "Learning and Memory" or "Psychological Disorders"
2. (Honors) Minimum of ten journal articles which illustrate biological, behavioral, and/or cognitive approaches relating to mental processes and human behavior, such as "motivation" or "tenacity in efforts toward a pursuit of a college degree" in preparation for the research paper
3. (Honors) Assigned reading with reflective essay on a topic such as psychological issues of LGBTQI children or youth today.

### 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."
2. Develop a research proposal utilizing the steps of the Scientific Method to study variables which may assist a Chicano/a/ Mexicano/a student be successful or not in higher education today in the United States.

### Outside Assignments

#### Representative Outside Assignments

1. The student will read an average of a chapter a week in a college level introduction to Psychology textbook.
2. The student will read 10 academic/college level resources in preparation for a 10-15 page literature review on the role of sensation and perception that influence mental processes and human behavior.
3. The student will prepare for a 15 minute class presentation on biological antecedents of mental processes and human behavior such as the brain and nervous system to the cellular level, including neurotransmitters and the endocrine system, hormones.

### Articulation

#### C-ID Descriptor Number

PSY 110

#### Status

Approved

#### Comparable Courses within the VCCCD

PSY M01H - Honors: Introduction to Psychology

PSY V01 - Introduction to Psychology

PSY M01 - Introduction to Psychology

### 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 2017

## 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**

**Area F: Ethnic Studies**

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

## UC TCA

UC TCA

Approved

## 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**

Other Resource Type

**Description**

Selected readings for the honors reflective essay, such as "Voted Out: The Psychological Consequences of Anti-Gay Politics" by Glenda Russell, "Aristotle and Dante Discover the Secrets of the Universe" by Benjamin Saenz, and "That's So Gay!: Microaggressions and the Lesbian, Gay, Bisexual and Transgender Community" by Kevin Nadal..

**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.

**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)	The student will post on a discussion board regarding Jean Piaget's theory of cognitive development, critiquing the theory with real life examples. They will respond substantively to a classmate
Other DE (e.g., recorded lectures)	The student will view the film "Three Faces of Eve" and note symptoms of Dissociative disorder will viewing the disorder symptoms in the DSM-5. They will list the symptoms to be submitted to the instructor
Video Conferencing	the student will attend all zoom sessions, in which the instructor will lecture on a topic such as the theory of Erik Erikson on Psychosocial Development.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The student will post on a discussion board regarding Jean Piaget's theory of cognitive development, critiquing the theory with real life examples. They will respond substantively to a classmate
Other DE (e.g., recorded lectures)	The student will view the film "Three Faces of Eve" and note symptoms of Dissociative disorder will viewing the disorder symptoms in the DSM-5. They will list the symptoms to be submitted to the instructor

Video Conferencing	the student will attend all zoom sessions, in which the instructor will lecture on a topic such as the theory of Erik Erikson on Psychosocial Development.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	The student will post on a discussion board regarding Jean Piaget's theory of cognitive development, critiquing the theory with real life examples. They will respond substantively to a classmate
Other DE (e.g., recorded lectures)	The student will view the film "Three Faces of Eve" and note symptoms of Dissociative disorder will viewing the disorder symptoms in the DSM-5. They will list the symptoms to be submitted to the instructor
Video Conferencing	the student will attend all zoom sessions, in which the instructor will lecture on a topic such as the theory of Erik Erikson on Psychosocial Development.

## 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

09/11/2020

### Dean

09/11/2020

### 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

CCC000579722

### DOE/accreditation approval date

MM/DD/YYYY

