



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 101H
Descriptive Title: Honors General Psychology
Course Disciplines: Psychology
Division: Behavioral and Social Sciences

Catalog Description:

This honors course, intended for students in the Honors Transfer Program, is a survey study of human behavior and mental processes with an emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Note: Students may take either Psychology 101 or Psychology 101H. Duplicate credit will not be awarded.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 12/19/2016
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:
2C – Social and Behavioral Sciences – General
Term: Fall 2017 **Other:**

CSU GE:
D9 - Psychology
Term: **Other: Proposed**

IGETC:
4I - Psychology
Term: **Other: Proposed**

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, T/F, fill-in, matching, essay), Written essay, research paper, and/or oral presentation, students will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.
2. **Fundamental Principles:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
3. **Everyday Application:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.
2. Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.
3. Describe the different functions of the neural and hormonal systems, emphasizing the functions of brain structures.
4. Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.
5. Differentiate between sensation and perception and identify the processes by which organisms recognize, organize, and make sense of stimuli in their environment.
6. Describe and discuss various states of consciousness, such as waking, sleeping, dreaming, and states induced by psychoactive substances.
7. Define learning and compare and contrast classical conditioning, operant conditioning, and observational learning.
8. Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes.
9. Describe the forces that motivate human behavior, such as instincts, drives, and needs.
10. Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.
11. Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan.
12. Compare and contrast the major theories of personality and describe and explain methods of assessing personality.
13. Evaluate the concept of “psychological disorder,” and discuss the assessment, classification, and possible causes of psychological disorders.
14. Identify and evaluate psychological and biomedical approaches to the treatment of psychological disorders.

15. Analyze the impact of situational forces on human thought processes and behavior.
16. Discuss the influence of stress, personality, and other psychological phenomena on physical health.
17. Conduct scholarly research independently to enrich multiple reading and writing tasks.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	I. Introduction to Psychology (3 hours, lecture) A. The History of Psychology B. Contemporary Subfields of Psychology
Lecture	4	II	II. Research Methods in Psychology (4 hours, lecture) A. Critical Thinking in Psychology B. The Scientific Methods C. Ethical Considerations in Psychological Research
Lecture	4	III	III. Psychobiology (4 hours, lecture) A. The Neural System B. The Hormonal System C. Brain Structures and Their Function
Lecture	3	IV	IV. Nature and Nurture (3 hours, lecture) A. The Basics of Genetics B. Behavior Genetics C. The Interplay of Genes and Environment
Lecture	3	V	V. Sensation and Perception (3 hours, lecture) A. The Senses B. Perceptual Organization C. Perceptual Interpretation
Lecture	3	VI	VI. States of Consciousness (3 hours, lecture) A. Waking Consciousness B. Sleep and Dreams C. Psychoactive Substances D. Other States of Consciousness
Lecture	4	VII	VII. Learning (4 hours, lecture) A. Classical Conditioning B. Operant Conditioning C. Observational Learning
Lecture	3	VIII	VIII. Human Cognition: Memory (3 hours, lecture) A. Information Processing B. Memory Construction C. Improving Memory
Lecture	3	IX	IX. Human Cognition: Thinking, Language, and Intelligence (3 hours, lecture) A. Problem Solving B. Language C. Intelligence

Lecture	4	X	X. Emotion and Motivation (4 hours, lecture) A. The Physiology and Psychology of Emotion B. Instincts, Drives, and Needs C. Human Sexuality
Lecture	4	XI	XI. Lifespan Development (4 hours, lecture) A. Prenatal Development and the Newborn B. Infancy and Childhood C. Adolescence D. Adulthood and Aging
Lecture	3	XII	XII. Personality (3 hours, lecture) A. The Psychoanalytic Perspective B. The Trait Approach C. The Humanistic Approach D. The Social-Cognitive Perspective
Lecture	4	XIII	XIII. Psychological Disorders (4 hours, lecture) A. Defining Psychological Disorder B. Anxiety, Dissociative, and Personality Disorders C. Mood Disorders D. Psychotic Disorders
Lecture	3	XIV	XIV. Therapy (3 hours, lecture) A. Psychological Therapies B. Biomedical Therapies
Lecture	3	XV	XV. Social Psychology (3 hours, lecture) A. Attitudes and Attributions B. Conformity and Obedience C. Prejudice, Aggression, Attraction, and Prosocial Behavior
Lecture	3	XVI	XVI. Health Psychology (3 hours, lecture) A. Stress, Disease, and Health B. Coping Strategies C. Health Promotion
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Regardless of how diligent psychologists may be in designing and conducting their research, journalists may make their own interpretations of the findings. Media articles may confuse correlation and causation, and may provide very little information about how the study was conducted. Choose one of the media articles from the list provided in class, and use your knowledge of research methodology both to critique the media article and to consider possible limitations of the research study itself. In a four - to six-page double-spaced essay, consider the following:

1. Identify and briefly describe the article you have chosen.
2. Is the title of the article causal or correlational? In the text of the article, are the results described as causal or correlational?
3. Does the article offer any alternative explanations for why the two variables are correlated (third variables, direction of causality, etc)? If so, describe them and provide any additional explanations that come to mind. If not, what alternative explanations could you make?
4. Does the article provide enough information about how the study was conducted to give readers the chance to evaluate the study methodology? If so, describe and critique the methodology. If not, explain what you would need to know about the study in order to evaluate the methodology.
5. In what ways, if any, might a reader who lacks knowledge about scientific methodology be misled by this article? Explain.
6. Using your knowledge of scientific methodology, briefly describe how you would design another study to test the same hypothesis.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Using ECC's Library databases, locate six empirical research articles investigating the same topic in psychological science. Create an annotated bibliography in APA format, providing each reference followed by a 250-300 word description and evaluation of the study.
Include the following in each annotation:
 - Summarize the study method and results, including strengths and weaknesses
 - Compare and/or contrast this article with at least one other article you have cited
 - Describe how this article advances your understanding of your topic
2. Write a Literature Review of a topic investigated by psychological scientists, using six empirical research articles. The paper must be five- to seven-pages in length, double-spaced, and must be in APA format.
The text of your paper begins with the introduction, where you describe your topic and explain why it is important. The introduction should narrow down to the last sentence or two, where you identify the specific topic you will focus on in your paper and summarize the main issues you will be discussing about this research.
The body of your paper will be the most lengthy section, consisting of several paragraphs. This is the section that you must organize according to the themes, controversies, methodological issues, etc., that have arisen in the research you have reviewed. Be sure to describe and evaluate each of your studies.
In the conclusion of your literature review, summarize your main points briefly. Provide your interpretation of the findings in this area of research to date, and consider potential future directions for the research. Finally, consider the broader implications of this research.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Laboratory reports
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Lecture
- Multimedia presentations
- Role Play
- Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Problem solving activities
- Written work
- Journal
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

David G. Myers and C. Nathan DeWall. Exploring Psychology in Modules. 11th ed. Worth Publishers, 2019.

Laura A. King. Experience Psychology. 4th ed. McGraw Hill, 2019.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Required supplementary reading of articles and/or electronic resources as assigned.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing term or other papers, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: -Course Justification: This course involves reading college level textbooks, developing term or other papers, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and term or other papers.</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Amy Himsel on 10/19/2015.

BOARD APPROVAL DATE: 12/19/2016

LAST BOARD APPROVAL DATE: 03/23/2020

Last Reviewed and/or Revised by Michael Wynne and Angela Simon on 01/15/2020