



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 5
Descriptive Title: General Psychology

Course Disciplines: Psychology

Division: Behavioral and Social Sciences

Catalog Description: This course 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.

Conditions of Enrollment: Recommended Preparation
 Eligibility for English 1A

Course Length: 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: Effective Date: Prior to July 1992
Transfer UC: Effective Date: Prior to July 1992

General Education:
El Camino College: 2C – Social and Behavioral Sciences – General
 Term: _____ Other: Approved

CSU GE: D9 - Psychology
 Term: _____ Other: Approved

IGETC: 4I - Psychology
 Term: Fall 1991 Other: _____

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. 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. 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. 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).

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.
Other (specify)
Multiple choice, essay and writing assignments
2. Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.
Other (specify)
Multiple choice, essay and writing assignments
3. Describe the different functions of the neural and hormonal systems, emphasizing the functions of brain structures.
Other (specify)
Multiple choice, essay and writing assignments
4. Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics.
Other (specify)
Multiple choice, essay and writing assignments
5. Differentiate between sensation and perception and identify the processes by which organisms recognize, organize, and make sense of stimuli in their environment.
Other (specify)
Multiple choice, essay and writing assignments

6. Describe and discuss various states of consciousness, such as waking, sleeping, dreaming, and states induced by psychoactive substances.
Other (specify)
Multiple choice, essay and writing assignments
7. Define learning and compare and contrast classical conditioning, operant conditioning, and observational learning.
Other (specify)
Multiple choice, essay and writing assignments
8. Examine human cognition, focusing on memory, intelligence, and language, as well as the common errors of human thought processes.
Other (specify)
Multiple choice, essay and writing assignments
9. Describe the forces that motivate human behavior, such as instincts, drives, and needs.
Other (specify)
Multiple choice, essay and writing assignments
10. Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.
Other (specify)
Multiple choice, essay and writing assignments
11. Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan.
Other (specify)
Multiple choice, essay and writing assignments
12. Compare and contrast the major theories of personality and describe and explain methods of assessing personality.
Other (specify)
Multiple choice, essay and writing assignments
13. Evaluate the concept of "psychological disorder," and discuss the assessment, classification, and possible causes of psychological disorders.
Other (specify)
Multiple choice, essay and writing assignments
14. Identify and evaluate psychological and biomedical approaches to the treatment of psychological disorders.
Other (specify)
Multiple choice, essay and writing assignments
15. Analyze the impact of situational forces on human thought processes and behavior.
Other (specify)
Multiple choice, essay and writing assignments
16. Discuss the influence of stress, personality, and other psychological phenomena on physical health.
Other (specify)
Multiple choice, essay and writing assignments

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 | Introduction to Psychology A. The History of Psychology B. Contemporary Subfields of Psychology |
| Lecture | 4 | II | Research Methods in Psychology A. Critical Thinking in Psychology B. The Scientific Method C. Ethical Considerations in Psychological Research |
| Lecture | 4 | III | Psychobiology A. The Neural System B. The Hormonal System C. Brain Structures and Their Functions |
| Lecture | 3 | IV | Nature and Nurture A. The Basics of Genetics B. Behavior Genetics C. The Interplay of Genes and Environment |
| Lecture | 3 | V | Sensation and Perception A. The Senses B. Perceptual Organization C. Perceptual Interpretation |
| Lecture | 3 | VI | States of Consciousness A. Waking Consciousness B. Sleep and Dreams C. Psychoactive Substances D. Other States of Consciousness |
| Lecture | 4 | VII | Learning A. Classical Conditioning B. Operant Conditioning C. Observational Learning |
| Lecture | 3 | VIII | Human Cognition: Memory A. Information Processing B. Memory Construction C. Improving Memory |
| Lecture | 3 | IX | Human Cognition: Thinking, Language, and Intelligence A. Problem Solving B. Language C. Intelligence |
| Lecture | 4 | X | Emotion and Motivation A. The Physiology and Psychology of Emotion B. Instincts, Drives, and Needs C. Human Sexuality |
| Lecture | 4 | XI | Lifespan Development A. Prenatal Development and the Newborn B. Infancy and Childhood C. Adolescence D. Adulthood and Aging |
| Lecture | 3 | XII | |

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|-------------------------------|---|------|---|
| | | | Personality A. The Psychoanalytic Perspective B. The Trait Approach C. The Humanistic Approach D. The Social-Cognitive Perspective |
| Lecture | 4 | XIII | Psychological Disorders A. Defining Psychological Disorder B. Anxiety, Dissociative, and Personality Disorders C. Mood Disorders D. Psychotic Disorders |
| Lecture | 3 | XIV | Therapy A. Psychological Therapies B. Biomedical Therapies |
| Lecture | 3 | XV | Social Psychology A. Attitudes and Attributions B. Conformity and Obedience C. Prejudice, Aggression, Attraction, and Prosocial Behavior |
| Lecture | 3 | XVI | Health Psychology 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:

Describe how each of the following brain structures might be active while you are driving a car. You can be creative in terms of what type of car you are driving, if you are with someone, where you are going, what happens while you are driving, and so on. The objective is to create examples that demonstrate your understanding of the functions of these brain structures. Write a two- to three-sentence description for each brain structure.

1. Cerebellum
2. Reticular formation
3. Hypothalamus
4. Amygdala
5. Hippocampus

6. Frontal Lobe - Association Area
7. Frontal Lobe - Motor Cortex
8. Broca's area
9. Wernicke's area
10. Parietal Lobe
11. Occipital lobe
12. Temporal lobe

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. It might be fun to have ESP, especially before a tough exam or blind date.
However, it's one thing to wish ESP existed and another to conclude that it does.
In a two- to three-page paper, describe what kinds of evidence would convince you that ESP is real, and what kinds of evidence are just wishful thinking.
2. You have learned about classical conditioning and operant conditioning theories.
In a two- to three-page paper, summarize the basic concepts and principles of one of these types and give a specific example of how you would use one of this type of conditioning to teach an organism (for example: an animal, a child, or an adult) a specific behavior.

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

D. G. Myers. Exploring Psychology with Updates on DSM-5. Worth Publishers, 2014.
S.E. & E.G. Wood, and D. Boyd. Mastering the World of Psychology. 5th ed. Pearson, Allyn & Bacon, 2014.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

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

| Requisites | Category and Justification |
|------------|----------------------------|
|------------|----------------------------|

B. Requisite Skills

| Requisite Skills |
|------------------|
|------------------|

C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|------------------------------------|--|
| Non-Course Recommended Preparation | Students will have an enhanced chance of success if they possess solid reading and writing skills since the course requires substantial reading and writing assignments. |
| Eligibility for English 1A | |

D. Recommended Skills

| Recommended Skills |
|--|
| Students need to have effective reading skills to understand and interpret information provided in their textbooks. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. |

ENGL 84 -

Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

Writing is required for essay questions and papers assigned to students. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

E. Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
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Course created by Don Fridley and Don Swanson on 09/26/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 08/17/2015

Last Reviewed and/or Revised by Amy Himsel on 03/26/2015

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