



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 101  
**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:** English 1 or eligibility for English 1A or qualification by appropriate assessment

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

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Fall 2017

**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. **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, along with a representative assessment method for each)

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.

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

Lecture	4	XI	<b>XI. Lifespan Development (4 hours, lecture)</b> A. Prenatal Development and the Newborn B. Infancy and Childhood C. Adolescence D. Adulthood and Aging
Lecture	3	XII	<b>XII. Personality (3 hours, lecture)</b> A. The Psychoanalytic Perspective B. The Trait Approach C. The Humanistic Approach D. The Social-Cognitive Perspective
Lecture	4	XIII	<b>XIII. Psychological Disorders (4 hours, lecture)</b> A. Defining Psychological Disorder B. Anxiety, Dissociative, and Personality Disorders C. Mood Disorders D. Psychotic Disorders
Lecture	3	XIV	<b>XIV. Therapy (3 hours, lecture)</b> A. Psychological Therapies B. Biomedical Therapies
Lecture	3	XV	<b>XV. Social Psychology (3 hours, lecture)</b> A. Attitudes and Attributions B. Conformity and Obedience C. Prejudice, Aggression, Attraction, and Prosocial Behavior
Lecture	3	XVI	<b>XVI. Health Psychology (3 hours, lecture)</b> 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

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

Laura A. King. Experience Psychology. 4<sup>th</sup> ed. McGraw Hill, 2019.

### 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
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, written homework, 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	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, written homework, 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
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essay and complete written homework. ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts. ENGL – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Don Fridley and Don Swanson on 09/26/1973.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 03/23/2020**

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

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