



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	PSYC
<b>Course Number:</b>	C1000
<b>Descriptive Title:</b>	Introduction to Psychology
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Psychology and Human Development
<b>Course Disciplines:</b>	Psychology
<b>Catalog Description:</b>	<p>This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.</p> <p>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.</p>
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A or ENGL C1000 or equivalent
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	prior to 1992
<b>General Education: ECC</b>	Area 2C - Social and Behavioral Science
<b>Term:</b>	
<b>Other:</b>	

<b>CSU GE:</b>	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Logic of the Scientific Method</b></p> <p>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.</p>
	<p><b>SLO #2 Fundamental Principles</b></p> <p>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.</p>
	<p><b>SLO #3 Everyday Application</b></p> <p>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).</p>
<b>Course Objectives:</b>	<p><b>Part 1: Objectives/Outcomes</b>  <i>At the conclusion of this course, the student should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.</li> <li>2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.</li> <li>3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.</li> <li>4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.</li> </ol> <p><b>Part 2: Objectives/Outcomes</b></p> <ol style="list-style-type: none"> <li>5. Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</li> </ol>

<b>Major Topics:</b>	<p>1. Cover at least two topics within each of the following major areas, addressing both theory and application:</p> <ul style="list-style-type: none"> <li>• BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);</li> <li>• COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);</li> <li>• DEVELOPMENT (e.g., Learning, Lifespan Development, Language);</li> <li>• SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);</li> <li>• MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)</li> </ul> <p>2. Incorporate psychology’s seven integrative themes throughout the course:</p> <ol style="list-style-type: none"> <li>a. How psychological science relies on evidence and critical thinking, adapting as new data develop;</li> <li>b. How psychology explains general principles that govern behavior while recognizing individual differences;</li> <li>c. How psychological, biological, social, and cultural factors influence behavior and mental processes;</li> <li>d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;</li> <li>e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;</li> <li>f. How applying psychological principles can change our lives, organizations, and communities in positive ways;</li> <li>g. How ethical principles guide psychology research and practice.</li> </ol> <p>3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:</p> <ol style="list-style-type: none"> <li>a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and</li> <li>b. to counter unsubstantiated statements, opinions, or beliefs.</li> </ol> <p>4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	<p><b>Part 1:</b> Examples of potential methods of evaluation used to observe or measure students’ achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.</p> <p><b>Part 2:</b></p> <p>1) Substantial writing assignments</p>

<p><b>Typical Assignment Using Primary Method of Evaluation:</b></p>	<p>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.</p> <ol style="list-style-type: none"> <li>1. Cerebellum</li> <li>2. Reticular formation</li> <li>3. Hypothalamus</li> <li>4. Amygdala</li> <li>5. Hippocampus</li> <li>6. Frontal Lobe - Association Area</li> <li>7. Frontal Lobe - Motor Cortex</li> <li>8. Broca's area</li> <li>9. Wernicke's area</li> <li>10. Parietal lobe</li> <li>11. Occipital lobe</li> <li>12. Temporal lobe</li> </ol>
<p><b>Critical Thinking Assignment 1:</b></p>	<p>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.</p>
<p><b>Critical Thinking Assignment 2:</b></p>	<p>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.</p>
<p><b>Other Evaluation Methods:</b></p>	<p>Essay Exams, Reading Reports, Written Homework, Laboratory Reports, Term or Other Papers, Multiple Choice, Completion, Matching Items, True/False</p>
<p><b>Instructional Methods:</b></p>	<p>Discussion, Group Activities, Lecture, Multimedia presentations, Role Play/simulation</p>
<p><b>If other:</b></p>	
<p><b>Work Outside of Class:</b></p>	<p>Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)</p>
<p><b>If Other:</b></p>	
<p><b>Up-To-Date Representative Texts:</b></p>	<p><u>OER Examples:</u>  <i>Diener &amp; Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text (<a href="https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text">https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text</a>)</i></p> <p><i>Additional OER examples can be found at <a href="https://asccc-oeni.org/open-educational-resources-and- psychology/">https://asccc-oeni.org/open-educational-resources-and- psychology/</a></i></p> <p><u>Traditional Examples:</u>  <i>Weiten, Themes and Variations in Psychology (Cengage, \$51) Feldman, Understanding Psychology (McGraw, \$70)</i></p>

	<p><i>Spielman, Jenkins, &amp; Lovett, Psychology 2e, OpenStax</i></p> <p><i>Grison &amp; Gazzaniga, Norton's Psychology in Your Life, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)</i></p> <p><i>Kassin, S., Privitera, G., and Clayton, K. (2021). Essentials of psychology, (1st ed.). Sage. (\$65)</i></p> <p><i>Wade, C., Tavris, C., Sommers, S., and Shin, L. (2023). Psychology, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)</i></p> <p><i>Licht, D., Hull, M., and Ballantyne, C. (2020). Scientific American: Psychology (3rd Ed.). Worth Publishers. (MacMillan, from \$56)</i></p>
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s):</b> List both prerequisites and corequisites in this box.	
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s):</b> Bold the requisite skill(s). If applicable	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	
<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under	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.

<b>each skill(s). If applicable</b>	Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	
<b>Date:</b>	
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Amy Himsel
<b>Date:</b>	10/10/2024
<b>Last Board Approval Date:</b>	11/18/2024
<b>Effective Term:</b>	FA 2025