



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	PSYC
Course Number:	C1000H
Descriptive Title:	Introduction to Psychology - Honors
Division:	Behavioral and Social Sciences
Department:	Psychology and Human Development
Course Disciplines:	Psychology
Catalog Description:	<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. This is an honors course.</p> <p>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. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p>Note: Students may take either Psychology 101/PSYC C1000 or Psychology 101H/PSYC C1000H. Duplicate credit will not be awarded.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A or ENGL C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	12/19/2016
Transfer UC:	Yes
Effective Date:	fall 2017

General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Logic of the Scientific Method</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>SLO #2 Fundamental Principles</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>SLO #3 Everyday Application</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>
Course Objectives:	<p><i>At the conclusion of this course, the student should be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology. 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. 3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others. 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. <p>Part 2: Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p>

<p>Major Topics:</p>	<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"> • BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness); • COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence); • DEVELOPMENT (e.g., Learning, Lifespan Development, Language); • SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality); • MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies) <p>2. Incorporate psychology’s seven integrative themes throughout the course:</p> <p>a. How psychological science relies on evidence and critical thinking, adapting as new data develop;</p> <p>b. How psychology explains general principles that govern behavior while recognizing individual differences;</p> <p>c. How psychological, biological, social, and cultural factors influence behavior and mental processes;</p> <p>d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;</p> <p>e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;</p> <p>f. How applying psychological principles can change our lives, organizations, and communities in positive ways;</p> <p>g. How ethical principles guide psychology research and practice.</p> <p>3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:</p> <p>a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and</p> <p>b. to counter unsubstantiated statements, opinions, or beliefs.</p> <p>4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.</p>
<p>Total Lecture Hours:</p>	<p>54</p>
<p>Total Laboratory Hours:</p>	<p>0</p>
<p>Total Hours:</p>	<p>54</p>
<p>Primary Method of Evaluation:</p>	<p>Part 1: 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>Part 2: 1) Substantial writing assignments</p>

<p>Typical Assignment Using Primary Method of Evaluation:</p>	<p>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:</p> <ol style="list-style-type: none"> 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.
<p>Critical Thinking Assignment 1:</p>	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>Critical Thinking Assignment 2:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Other Evaluation Methods:	Essay Exams, Reading Reports, Written Homework, Laboratory Reports, Term or Other Papers, Multiple Choice, Completion, Matching Items, True/False
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations, Role Play/simulation
If other:	
Work Outside of Class:	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)
If Other:	
Up-To-Date Representative Texts:	<p><u>OER Examples:</u> <i>Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text</i> (https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text)</p> <p><i>Additional OER examples can be found at https://asccc-oeri.org/open-educational-resources-and- psychology/</i></p> <p><u>Traditional Examples:</u> <i>Weiten, Themes and Variations in Psychology (Cengage, \$51)</i> <i>Feldman, Understanding Psychology (McGraw, \$70)</i></p> <p><i>Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax</i></p> <p><i>Grison & 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>
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List	

the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<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>Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Amy Himsel
Date:	10/19/2015
Original Board Approval Date:	12/19/2016
Last Reviewed and/or Revised by:	Amy Himsel
Date:	10/10/2024
Last Board Approval Date:	11/18/2024
Effective Term:	FA 2025