

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Psychology C1000– Introduction to Psychology

3 hours lecture, 3 units

Catalog Description

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.

Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences. *Formerly PSY 120. Not open to students with credit in PSY 120.*

Prerequisite

None

Recommended Preparation

Advisories/Recommended Preparation: Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Course Content

Part 1:

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
 - 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)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
 - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
 - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
 - g. How ethical principles guide psychology research and practice.
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
 - a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and

opportunities for on-going research; and to counter unsubstantiated statements, opinions, or beliefs.

- b. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.

Part 2:

4. Defining psychology in terms of the past, present and future
5. The human organism and its growth and development
6. The nature of motivations, emotion conflict and adjustment
7. Analysis of the processes of learning and thinking
8. Sensory and cultural basis of perception
9. Measurement and appraisal of individuality
10. Contributions of psychology toward the understanding of social problems

Course Objectives

Part 1:

Objectives/Outcomes:

At the conclusion of this course, the student should be able to:

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.

Part 2:

After this course, the student should be able to:

5. Compare and contrast the philosophy of different schools of psychology and their interpretation of behavior.
6. Apply scientific methods to the exploration of human behavior.
7. Describe the basic functions of the central nervous system and its relationship to behavior.
8. Explain and contrast various psychological phenomena related to sensation and perception.
9. Classify states of consciousness including sleep, hypnosis and drug effects.
10. Produce examples and strategies that improve the function of memory.
11. Label and use examples to describe operant conditioning, observational learning, and classical conditioning leading to behavioral change.
12. Discuss limitations and contrast the different theories of intelligence.
13. Compare and contrast theories of emotions and an individual's behavior and reaction to stress.
14. Explore and define characteristics of the developmental stages from birth to adult behaviors.
15. Discuss and elaborate on the theories of the development and the consistency of personality.
16. Classify different mental disorders and identify possible treatments in reference to the Diagnostic and Statistical Manual for mental disorders IV-TR.
17. Produce explanations and predictions of social behavior using various psychological theories.

Method of Evaluation

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.

Part 2:

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams that measure student's ability to recognize, describe, explain and provide examples of the various topics, information and issues related to the study of psychology.
- 2) Written analysis of social issues in which students are required to analyze, interpret and weigh the validity of arguments using research sources.
- 3) Group or individual projects or research papers that require students to explain individual and group behavior.
- 4) Interactive group activities in which students analyze, discuss, and draw conclusions about the nature of the brain and mind.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Group discussion, cooperative learning exercises
- 3) Guest speakers (optional)
- 4) Individual and group projects, structured in-class exercises, demonstrations

Out-of-Class Assignments

- 1) Written essays
- 2) Research-based papers and assignments
- 3) Reading quizzes and exam reviews

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**Part 1:**

Texts used by individual institutions and in individual sections will vary.

OER Examples:

Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text

(<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)

Additional OER examples can be found at <https://asccc-oeri.org/open-educational-resources-andpsychology/>

Traditional Examples:

Weiten, Themes and Variations in Psychology (Cengage, \$51)

Feldman, Understanding Psychology (McGraw, \$70)

Grison & Gazzaniga, Norton's Psychology in Your Life, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)

Kassin, S., Privitera, G., and Clayton, K. (2021). *Essentials of psychology*, (1st ed.). Sage. (\$65)

Wade, C., Tavis, C., Sommers, S., and Shin, L. (2023). *Psychology*, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)

Licht, D., Hull, M., and Ballantyne, C. (2020). *Scientific American: Psychology* (3rd Ed.). Worth Publishers. (MacMillan, from \$56)

Part 2:

Diener & Biswas-Diener (eds), *Discover Psychology 2.0: A Brief Introductory Text*
<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>

Hockenbury and Hockenbury. *Discovering Psychology*. 7th edition. Worth, 2016.

Spielman, R. M., Jenkins, W. J., & Lovett, M. D. (2020). *Psychology 2e*. Openstax.

Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Distinguishing basic psychological terminology
 - a. Identify terms used within psychology
 - b. Distinguish sub-areas within psychology
 - c. Identify different approaches
- 2) Apply research methodology
 - a. Scientific method
 - b. Identify basic types of research methods
 - c. Delineate the different strengths and weaknesses of each method
 - d. Apply research-based critical thinking
 - e. Use and misuse of statistics
- 3) Use and distinguish basic information of each sub-area
 - a. Psychobiology: neuron and brain, autonomic nervous system, genetics
 - b. Sensation and perception: signal detection theory, the sense organs, organization
 - c. Consciousness: sleep and dreams, hypnosis, drugs
 - d. Learning: classical conditioning, operant conditioning, observation learning
 - e. Memory: state theory, forgetting, biology of memory
 - f. Thinking and language: problem solving, language development
 - g. Intelligence: definition, theory, measurement, controversy
 - h. Motivation and emotion: drives, theory, needs and goals, aggression, love
 - i. Development: physical, cognitive and social development
 - j. Personality: various perspectives and theories
 - k. Psychological disorder: DSM classifications, casual theories
 - l. Therapy: different types for different situations
 - m. Health: stress and illness
 - n. Social psychology: attitudes, interpersonal attraction, influence

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Describe the major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
- 2) Critically evaluate the strengths, weaknesses, and ethical limitations of different research methods used by psychologists
- 3) Compare and contrast the subfields of psychology as they relate to possible career choices.
- 4) Analyze the role heredity, environment, and lived experiences (nature vs. nurture) play in key

concepts such as personality development, stereotyping, prejudice, and discrimination, and/or the conceptualization and treatment of psychological disorders.

- 5) Apply psychological concepts, theories, and research findings as these relate to everyday life, including development of the self.