

Crafton Hills College

COURSE OUTLINE

1. **Discipline:** Psychology
2. **Department:** Social Science
3. **Course Title:** General Psychology
4. **Course I.D.:** PSYCH 100
5. **Prerequisite(s):** None
- Corequisites(s):** None

Departmental Recommendation(s): students are more likely to succeed in this course if they have taken these courses

A. Reading: passing a standardized test of reading comprehension at or above the 12th grade level

B. MATH 090

C. Eligibility for ENGL 101

6. **Semester Units:** 3
7. **Minimum Semester Hours:** Lec: 48 Lab: 0 Clinic: 0 Field: 0
8. **Need for the Course:**

This course is regularly offered at four-year institutions and frequently meets general education requirements. This course transfers to CSU and UC. No other course offered on this campus gives such a complete overview of the gap stretching from the individual as organ systems (biology) to the individual as participant in social behavior (sociology).

9. **Goals for the Course:**

This course prepares students with a knowledge of the application of scientific methods to the study of human behavior. It is a pre-requisite for other 100+ courses in the psychology field.

General goals: the student will be able to develop

- A. A critical approach to commonly held beliefs about behavior and emotions**
- B. Understanding of and tolerance for individual and cultural differences**
- C. An ability to use this knowledge and understanding in daily life and relationships**

10. Catalog Description:

Survey of the nature and scope of psychology as a science including the principles of neurophysiology, sensation, perception, learning, altered states of consciousness, memory, cognition, intelligence, language, creativity, emotion, motivation, personality, psychopathology, testing, treatment, attitudes, and human development.

11. Schedule Description:

Survey of the nature and scope of psychology as a science including the principles of neurophysiology, sensation, perception, learning, altered states of consciousness, memory, cognition, intelligence, language, creativity, emotion, motivation, personality, psychopathology, testing, treatment, attitudes, and human development.

12. Entrance Skills

A. Requisite Skills: None

B. Recommended Skills

It is highly recommended that students upon entering the course be able to:

- 1. Read and comprehend a textbook**
- 2. Interpret decimal numbers**
- 3. Write an essay using proper spelling, grammar and punctuation, incorporating concepts and data and research into a coherent paragraph,**

in such a way as to demonstrate inference to support a point.

13. Course Objectives:

Upon completion of the course, students will be able to:

- A. explain the definition of psychology, and how it differs from psychiatry, psychotherapy, psychoanalysis, and pseudoscience.**
- B. identify key figures in the history of psychology such as James, Wundt, Watson, Freud**
- C. compare the different forms of research used in psychology, explaining their advantages, and limitations.**
- D. identify correlations as direct or inverse, interpreting the strength of correlations given by a decimal value**
- E. decide whether or not to reject the null hypothesis when given its probability**
- F. identify the location and function of parts of the nervous system: synapse, cerebral cortex, hemispheres, lobes, limbic system**
- G. contrast the forms of parapsychology and explain why psychologists are skeptical about such claims**
- H. define hypnosis and describe what kinds of behaviors and abilities it can sustain**
- I. define dreams and identify their physiological concomitants**
- J. identify the body's senses and discuss how they transduce physical energy into neural inputs**
- K. identify cues facilitating figure/ground perception**
- L. identify cues facilitating depth perception**
- M. define illusion and explain how it is caused,**

and contrast it with delusions and hallucinations

- N. diagram examples of classical conditioning, identifying the components of organism, response, unconditioned stimulus and conditioned stimulus**
- O. diagram examples of operant conditioning, identifying the components of organism, response, reinforcement types and reinforcement schedules**
- P. discuss the limitations of punishment**
- Q. contrast the different measures of memory**
- R. diagram the different stages of memory**
- S. contrast the different types of memory**
- T. explain the different ways in which forgetting can take place**
- U. describe several mnemonic devices (e.g., eidetic, conceptual, overlearning)**
- V. define cognition, cognitive**
- W. define intelligence**
- X. compare the major IQ tests, and discuss their reliability, validity and cultural fairness**
- Y. define genius and retardation, discussing some of the stereotypes associated with each**
- Z. define creativity**
- AA. diagram the stages of creativity**
- BB. discuss some of the traits of creative persons**
- CC. discuss phenomena which facilitate or impede creativity**
- DD. identify principle elements of language**
- EE. define affect, affective**

- FF. discuss the main theories of human emotion**
- GG. describe Maslow's hierarchy of needs**
- HH. explain homeostasis and identify those motives which are homeostatic**
- II. compare eating disorders such as anorexia, bulimia, and obesity**
- JJ. discuss the more common defense mechanisms**
- KK. define personality**
- LL. contrast some of the common typologies**
- MM. describe widely employed personality tests**
- NN. describe the psychoanalytic theory of the unconscious**
- OO. describe the psychoanalytic theory of id/ego/superego**
- PP. describe the psychoanalytic theory of Oedipus Complex**
- QQ. describe the major assumption of humanistic theory**
- RR. define the DSM and describe its role in diagnosis**
- SS. describe specific disorders and their causes**
- TT. discuss the principle techniques of psychotherapy**
- UU. describe the principle techniques of behavior mod**
- VV. contrast the role of medication, electroconvulsive therapy and psychosurgery in contemporary treatment**
- WW. describe imprinting and critical periods**
- XX. identify specific issues and developmental tasks of infancy, early childhood and adolescence**
- YY. describe Piaget's theory of development**
- ZZ. describe Erikson's theory of development**

- AAA. define what an attitude is, and diagram its specific components**
- BBB. discuss classical studies of conformity and obedience**
- CCC. identify internal and external attribution**
- DDD. identify sexual orientation, and distinguish it from a person's sex, gender identity, sexual dysfunction, mental disorder**
- EEE. identify the functions of industrial/organizational psychology**
- FFF. identify the functions of consumer psychology**

14. Representative Texts and Instructional Materials:

Brink, T.L. (2003)
Psychology: a student friendly introduction
Binghamton, NY: Haworth.

Coon, D. (2002)
Essentials of Psychology, 9th ed.
Belmont, CA: ITP

Feldman, R.S. (2002)
Understanding Psychology, 6th ed.
New York: McGraw-Hill.

Kagan, J. & Segal, S. (2001)
Psychology: an introduction, 9th ed.
San Diego: Harcourt

Rathus, S.A. (2000)
Psychology in the New Millennium, 7th ed.
San Diego: Harcourt

Wade, C. & Tavris, C. (2000)
Psychology, 6th ed.
Englewood Cliffs, N.J.: Prentice-Hall

Wood S. & Wood E. (2001)
The World of Psychology

15. Course Content:

- A. history of psychology as a discipline
not the study of the mind
Wundt, James, Watson**
- B. scientific method & psychological research
case study, survey, experiment
correlations: direction and strength
null hypothesis and significance**
- C. nervous system
synapse, cerebral cortex, lobes,
hemispheres, limbic system**
- D. altered states of consciousness
dreams
hypnosis
parapsychology (ESP, channeling)**
- E. sensation, perception
vision, hearing, skin senses,
proprioception, olfaction & gustation)
figure/ground
depth perception
illusions vs. hallucinations vs. delusions**
- F. conditioning, learning
classical
operant
punishment**
- G. memory
measurements
stages
types (rote, motor, eidetic, conceptual)
forgetting (e.g., amnesia, repression)
mnemonics**
- H. cognition, intelligence
IQ testing and cultural fairness
stereotypes of genius & retarded**

- I. **language, creativity, decision making**
creativity
language: Skinner vs. Chomsky
decision making & artificial intelligence

- J. **emotion, motivation, affect**
theories of emotion (James-Lange, cognitive)
Maslow's hierarchy
homeostatic vs. learned motives
eating disorders: anorexia, bulimia
defense mechanisms

- K. **personality**
type theories (e.g., Hippocrates, Jung)
trait assessment (e.g., MMPI, 16PF)
psychoanalytic theory
humanistic theory
projective testing

- L. **psychopathology**
DSM-IV
anxiety, phobia, OCR, PTSD
somatoform vs. psychophysiologic
vs. hypochondriasis
dementia vs. delirium
dissociative vs. schizophrenia
mood: mania, depression, suicide

- M. **treatments**
psychotherapy (psychoanalytic,
non-directive, cognitive)
behavior mod
medication, lobotomy, ECT

- N. **development**
childhood (Harlow, Lorenz)
adolescence
gerontology
stage theory (Piaget, Erikson)

- O. **social behavior**
attitudes
attribution
conformity & obedience

- P. applied psychology**
 - human sexuality (orientation, dysfunctions)**
 - industrial/organizational psychology**
 - consumer behavior**
 - human service fields**

16. Methods of Instruction: This course may be taught using any combination of lecture, discussion, group activities and/or multi-media presentation; such contact may utilize either a traditional classroom setting or two way audiovisual contact with a remote site.

17. Assignments and Methods of Evaluation:
{and recommended courses}

A. All instructors must

- 1. Require a textbook or assigned readings**
{Reading}
- 2. Have written assignments of a cumulative length of at least two thousand words**
{ENGL 101}

B. Instructors are to select a combination of methods of evaluation which may include

- 1. Objective testing (e.g., true-false, multiple choice, fill-in): weekly or unit quizzes, group tasks, midterm and/or final examinations** {Reading}
- 2. Essay testing: weekly or unit quizzes, group tasks, midterm and/or final examinations** {Reading, ENGL 101}
- 3. Term projects involving qualitative and/or quantitative data gathering, internet and library research** {Reading}, statistical analysis {MATH 090}, write-up in APA or MLA format {ENGL 101}
- 4. Reviews of books, articles, and/or web sites** {Reading, ENGL 101}
- 5. Several essays of approximately 100-500**

words in length using standard rules of punctuation, spelling, grammar, involving incorporation of course terms and concepts, and interpretation of narrative data into coherent paragraphs which support a point {ENGL 101}

- 6. Several reports based upon laboratory, field, and/or simulated research {MATH 090, ENGL 101}**
- 7. A journal with frequent entries of reflections on course content {ENGL 101}**
- 8. On-line discussion using email lists, threaded posts, and/or chat rooms {ENGL 101}**
- 9. Attendance & oral participation in class**

18. Distributed Education Methods:

**(To be reviewed by Distributed Education Curriculum Subcommittee)
television or radio broadcast of lectures, interviews, films, and combined with on campus contact for lecture, and discussion, and/or computer-based delivery involving a combination of drills, multi-media, explorations of internet resources, and/or electronic communication with instructor and/or other students**