I. CATALOG INFORMATION

A. Discipline: PSYCHOLOGY

B. Subject Code and Number: PSY M01H

C. Course Title: Honors: Introduction to Psychology

D. Credit Course units:
   Units: 3
   Lecture Hours per week: 3
   Lab Hours per week: 0
   Variable Units: No

E. Student Learning Hours:
   Lecture Hours:
   Classroom hours: 52.5 - 52.5
   Laboratory/Activity Hours:
   Laboratory/Activity Hours 0 - 0
   **Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week

G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

H. Is the course co-designated (same as) another course: No ☒ Yes ☐
   If YES, designate course Subject Code & Number: 

I. Course Description:

   Introduces a broad range of concepts and perspectives of human behavior. Covers topics such as the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enriched opportunities.

J. Entrance Skills

   *Prerequisite: No ☒ Yes ☐ Course(s)

   *Corequisite: No ☒ Yes ☐ Course(s)

   Limitation on Enrollment: No ☒ Yes ☐

   Recommended Preparation: No ☐ Yes ☒ Course(s)
   ENGL M01A or ENGL M01AH
K. Other Catalog Information:

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Honors Program requires a letter grade.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>explain the major theories and concepts of human behavior during consecutive historical eras.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>2</td>
<td>apply methods and research findings in psychology including the scientific approach, research design, the use of statistics, and ethics to understand the role of reviewing scientific evidence throughout the study of human behavior.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>5</td>
<td>distinguish between altered and waking consciousness and understand components of stages of sleep.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>6</td>
<td>recognize and understand the impact of diversity on psychological research, theory, and application.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
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<tr>
<td>8</td>
<td>explain current models of memory and the role of brain functioning.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
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<tr>
<td>10</td>
<td>compare and contrast major personality theories, including psychoanalytic, social learning, and trait factor theories.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>12</td>
<td>identify factors used to establish abnormal behavior, understand the classification system of the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM 5), and list criteria for psychological disorders such as mood disorders, anxiety disorders, and schizophrenia.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>14</td>
<td>explain how social psychology principles influence such attitudes and behaviors as obedience, conformity, prejudice, aggression, and prosocial behavior.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>15</td>
<td>understand the role of applied psychology.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>16</td>
<td>HONORS OBJECTIVES: analyze the contributions of key psychological theorists to one or more major fields in psychology through evaluation of primary source writings.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>17</td>
<td>HONORS OBJECTIVES: synthesize the interaction of genetic, environmental, and/or social-cultural influences on one or more human behaviors.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
<tr>
<td>19</td>
<td>HONORS OBJECTIVES: evaluate how famous experiments in psychology can be applied to multiple areas of human behavior.</td>
<td>Written Assignments. Projects. Quizzes. Exams.</td>
</tr>
</tbody>
</table>

### III. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong> (must total 100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.00%</td>
<td>Health and Stress&lt;br&gt;-The basics of the psychological stress response&lt;br&gt;-Historical conceptions of stress&lt;br&gt;-Negative and positive effects of stress&lt;br&gt;-Factors that influence an individual’s response to stress&lt;br&gt;-Ways to successfully cope with stress</td>
<td>11, 16, 17, 19</td>
</tr>
<tr>
<td>Percentage</td>
<td>Topic</td>
<td>Subtopics</td>
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<td>------------</td>
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</tr>
</tbody>
</table>
| 10.00%     | Psychological Disorders and Treatments                                | - How psychologists define abnormal behavior  
- How psychologists categorize abnormal behavior  
- Most common individual disorders within the Diagnostic and Statistical Manual of Mental Disorders 5  
- Treatment methods that are appropriate to disorders, as supported by research | 12, 13, 15, 16, 17, 18, 19 |
| 8.00%      | Personality                                                          | - Psychological definition of personality  
- Individual differences, psychometrics and personality  
- Recognize and understand the impact of diversity on psychological research, theory and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation | 6, 10, 17, 19 |
| 8.00%      | History and Perspectives of Psychology                               | - Definition of psychology and reasons for studying  
- Explain (including advantages and disadvantages) and compare major concepts and theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)  
- Historic trends in psychology  
- Different types of psychologists and clinical specialists | 1, 15, 18, 19 |
| 8.00%      | Research Methods in Psychology                                       | - The scientific method and core empirical findings in psychology  
- Different types of psychological research  
- Components of an empirical experiment  
- Difference between correlation and causation  
- Basics of correlational research and statistical expression  
- Demonstrate critical thinking skills and information competence as applied to psychological topics  
- Draw the distinction between scientific and non-scientific methods of understanding and analysis | 2, 15 |
| 8.00%      | Biological Bases of Behavior and Mental Processes                    | - Major parts of the nervous system  
- Major lobes and function areas of the brain  
- Neurons and neural communication  
- The endocrine system | 3 |
| 8.00%      | Developmental Changes Across the Lifespan                            | - Basics of genetics  
- Prenatal development and influences on later behavior  
- Basics of the birth process  
- Infant awareness and capabilities  
- Physical development through young childhood  
- Development of the brain  
- Cognitive development from childhood through old age  
- Temperament, attachment, and other influences on emotional development  
- Lifespan challenges throughout the life cycle | 4, 6 |
| 8.00%      | Consciousness                                                        | - Waking and altered consciousness  
- Human biorhythms and the suprachiasmatic nucleus (SCN)  
- Sleep stages, including differences in brain waves and physiological activity  
- Theories of dreaming | 5 |
| 8.00%      | Sensation and Perception                                             | - Distinguish between sensation and perception | 3 |
### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

1. Research and write a paper on applying psychological principles in social and organizational settings.
2. Compare and contrast the stages of physical development, human cognition, and emotional development.
3. Write a paper identifying the major theoretical perspectives and concepts that apply to your personality.
4. HONORS: Write a proposal for a possible research endeavor related to a major content area.
5. HONORS: Compare and contrast three different psychological perspectives on one area of human behavior, reading and referencing primary source research articles or readings.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

1. Evaluate academic journal and Internet articles on correlational studies.
2. Research current treatment for various psychological disorders.
3. Collaborate with other students on group projects.
4. HONORS: Interview a researcher in a selected area of emphasis.
5. HONORS: Attend a presentation, workshop, or conference on a topic related to one of the major theoretical perspectives in psychology.
C. Critical thinking assignments

<table>
<thead>
<tr>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consider the advantages and disadvantages of the major theoretical perspectives of psychology.</td>
</tr>
<tr>
<td>2. Assess the relative contributions of nature versus nurture on personality.</td>
</tr>
<tr>
<td>3. Conduct research experiments on how groups influence individual behavior.</td>
</tr>
<tr>
<td>4. HONORS: Apply current research on a topic of human behavior to a real-life situation, explaining through written and/or oral presentation how that research does or does not extend to a broader application.</td>
</tr>
<tr>
<td>5. HONORS: Develop a “why” question about human behavior and research and review one psychological scientist's original research on that topic.</td>
</tr>
</tbody>
</table>

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- [ ] Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- [X] Lecture/Discussion
- [ ] Laboratory/Activity
- [X] Other (Specify)
  - Demonstrations. Guest speakers. Instructor-led group discussions.
- [ ] Optional Field Trips
- [ ] Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- [X] Essay Exam
- [X] Classroom Discussion
- [ ] Skill Demonstration
- [X] Problem Solving Exam
- [X] Reports/Papers/Journals Projects
- [X] Participation
- [X] Other (Specify)

Presentation on psychological disorders and appropriate therapeutic approaches.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

- **No**
- **Yes**

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUCI</td>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSUN</td>
<td>PSY 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>UCSB</td>
<td>PSY 1</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master’s degree in psychology OR bachelor’s degree in psychology AND master’s degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:
   1. This course is designed to be taken either:
      - **No** Pass/No Pass only (no letter grade possible); or
      - **Yes** Letter grade (P/NP possible at student option)

   2. Degree status:
      - Either **Yes** Associate Degree Applicable; or **No** Non-associate Degree Applicable

B. Moorpark College General Education:
   1. Do you recommend this course for inclusion on the Associate Degree General Education list?
      - **Yes**: **Yes**
      - **No**: **No**
      - If YES, what section(s)?

      - **A1** - Natural Sciences - Biological Science
      - **A2** - Natural Sciences - Physical Science
      - **B1** - Social and Behavioral Sciences - American History/Institutions
      - **X** - Social and Behavioral Sciences - Other Social Behavioral Science
      - **C1** - Humanities - Fine or Performing Arts
      - **C2** - Humanities - Other Humanities
      - **D1** - Language and Rationality - English Composition
      - **D2** - Language and Rationality - Communication and Analytical Thinking
      - **E1** - Health/Physical Education
      - **E2** - PE or Dance
      - **F** - Ethnic/Gender Studies

C. California State University(CSU) Articulation:
   1. Do you recommend this course for transfer credit to CSU?
      - **Yes**: **Yes**
      - **No**: **No**
2. If YES do you recommend this course for inclusion on the CSU General Education list?  
Yes: [X]  No: [ ]  If YES, which area(s)?

A1 [ ]  A2 [ ]  A3 [ ]  B1 [ ]  B2 [ ]  B3 [ ]  B4 [ ]
C1 [ ]  C2 [ ]  D1 [ ]  D2 [ ]  D3 [ ]  D4 [ ]  D5 [ ]
D6 [ ]  D7 [ ]  D8 [ ]  D9 [X]  D10 [ ]  E [ ]

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?  Yes: [X]  No: [ ]

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?  Yes: [X]  No: [ ]

 IGETC Area 1: English Communication

[ ] English Composition
[ ] Critical Thinking-English Composition
[ ] Oral Communication

 IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

[ ] Mathematical Concepts

 IGETC Area 3: Arts and Humanities

[ ] Arts
[ ] Humanities

 IGETC Area 4: Social and Behavioral Sciences

[ ] Anthropology and Archaeology
[ ] Economics
[ ] Ethnic Studies
[ ] Gender Studies
[ ] Geography
[ ] History
[ ] Interdisciplinary, Social & Behavioral Sciences
[ ] Political Science, Government & Legal Institutions
[X] Psychology
[ ] Sociology & Criminology

 IGETC Area 5: Physical and Biological Sciences (mark all that apply)

[ ] Physical Science Lab or Physical Science Lab only (non-sequence)
[ ] Physical Science Lecture only (non-sequence)
XII. REVIEW OF LIBRARY RESOURCES
   A. What planned assignment(s) will require library resources and use?
      The following assignments require library resources:
      Research, using the Library's print and online resources, for projects
      concerning topics in psychology. Read articles in the Library's collection of
      professional, scholarly journals and include primary sources in honors work.
   B. Are the currently held library resources sufficient to support the course
      assignment?
      YES: [X] NO: [ ]
      If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION
   PSY M01H: Not Applicable

XIV. WORKPLACE PREPARATION
   PSY M01H: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM
   PSY M01H: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM
   General Education Division of Learning [check all applicable boxes]:
      [ ] Natural Sciences
      [ ] Biological Science
      [ ] Physical Science
      [X] Social and Behavioral Sciences

OPTION #1: Moorpark College has already received approval from the
CSU and/or UC systems for this course to fulfill a GE requirement.
Note: This option applies only to technical revisions and updated
courses.

OPTION #2: Moorpark College has not received approval from the
CSU and/or UC systems for this course to fulfill a GE requirement. This
option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM
PSY M01H: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041
PSY M01H: Not Applicable

XIX. CURRICULUM APPROVAL
Course Information:
  Discipline: PSYCHOLOGY
  Discipline Code and Number: PSY M01H
  Course Revision Category: Outline Update

Course Proposed By:
  Originating Faculty  Elisa Setmire 02/24/2014
  Faculty Peer: Julie Campbell 02/25/2014
  Curriculum Rep: Elisa Setmire 02/24/2014
  Department Chair: Danielle Vieira 02/27/2014
  Division Dean: Amanuel Gebru 02/28/2014

Approved By:
  Curriculum Chair: Jerry Mansfield 04/21/2014
Executive Vice President: Lori Bennett 04/17/2014
Articulation Officer: Letrishia Mai 03/18/2014
Librarian: Mary LaBarge 03/19/2014
Implementation Term and Year: Fall 2014

Approval Dates:
Approved by Moorpark College Curriculum Committee: 04/08/2014
Approved by Board of Trustees (if applicable): _________
Approved by State (if applicable): _________