

# PSY M01H: HONORS: INTRODUCTION TO PSYCHOLOGY

**Originator**

vboucquey

**Co-Contributor(s)****Name(s)**

Vieira, Danielle (dvieira)

Campbell, Julie (jcampbell)

**College**

Moorpark College

**Discipline (CB01A)**

PSY - Psychology

**Course Number (CB01B)**

M01H

**Course Title (CB02)**

Honors: Introduction to Psychology

**Banner/Short Title**

Honors: Intro to Psychology

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Explores the scientific study of behavior and mental processes, focusing on a broad range of psychological theories and concepts, methods, and research findings. Covers topics such as the biological bases of behavior and mental processes, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. Challenges honors students to be more analytical and creative through rigorous assignments, real-world applications, and enriched opportunities.

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.

**Taxonomy of Programs (TOP) Code (CB03)**

2001.00 - Psychology, General

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Advisories on Recommended Preparation**

ENGL M01A or ENGL M01AH

**Requisite Justification****Requisite Type**

Recommended Preparation

**Requisite**

ENGL M01A OR ENGL M01AH

**Requisite Description**

Other (specify)

**Specify Other Requisite Description**

Recommended level of communication skill

**Level of Scrutiny/Justification**

Required communication/computation skill

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | demonstrate an understanding of perspectives, theories, and core concepts in Psychology.   |
| 2 | discuss ways that the content from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course. |

- 3 recognize the impact and value of diversity on psychological research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation.

### Course Objectives

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

- 1 explain major theories and concepts of human behavior during consecutive eras.
- 2 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.
- 3 analyze biological bases of behavior, including the relationship between human behavior, neurological functioning, and perception/cognition.
- 4 recognize major developmental changes in behavior and mental processes across the lifespan.
- 5 distinguish between altered and waking consciousness and understand components of stages of sleep.
- 6 differentiate among three types of learning: classical conditioning, operant conditioning, and observational learning.
- 7 explain current models of memory and the role of brain functioning.
- 8 distinguish between the current theories of motivation and emotion.
- 9 compare and contrast major personality theories (e.g., psychoanalytic, social learning, and trait factor theories)
- 10 analyze the effect of stress on physical functioning and factors that influence resilience.
- 11 identify factors used to establish abnormal behavior, understand the classification system of the current Diagnostic and Statistical Manual of Mental Disorders, and list criteria for psychological disorders such as mood disorders, anxiety disorders, and schizophrenia.
- 12 identify therapeutic approaches for psychological disorders.
- 13 explain how social psychology principles influence such attitudes and behaviors as obedience, conformity, prejudice, aggression, and prosocial behavior.
- 14 recognize the role of applied psychology (e.g., clinical, community, and health).
- 15 distinguish between sensation and perception and understand the subjective nature of perception.
- 16 HONORS OBJECTIVES: evaluate how findings from classic experiments in psychology can be applied to human behavior and mental processes.
- 17 HONORS OBJECTIVES: analyze peer-reviewed scholarly articles on psychological topics such as self-control, prejudice, or depression to understand how psychologists use the scientific method to better understand behavior and mental processes.
- 18 HONORS OBJECTIVES: analyze current events in terms of psychological concepts and theories.

### Course Content

#### Lecture/Course Content

##### (10%) Historical and Current Perspectives of Psychology

- Current definition of psychology and reasons for studying
- Major concepts and theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)
- Historical trends in psychology
- Critical thinking skills and information competence as applied to psychological topics
- Different types of psychologists and clinical specialists
- Biopsychosocial approach to psychological issues such as Depression or addiction

##### (10%) 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
- Distinction between scientific and non-scientific methods of understanding and analysis
- Basic ethical standards including the principle of justice for human research in psychology

##### (10%) 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

**(8%) Developmental Changes Across the Lifespan**

- Prenatal development and influences on later behavior
- Infant awareness and capabilities
- Brain and cognitive development from conception to old age
- Temperament, attachment, and other influences on emotional development
- Lifespan challenges including those particular to diverse groups such as identity formation for LGBTQ individuals or first-generation immigrants

**(6%) 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

**(8%) Learning**

- How psychologists define learning
- Basic tenants of Classical conditioning; Operant conditioning; and Observational learning as well as applications of each type of learning

**(8%) Memory and Cognition**

- Current and historical models of memory
- The process of encoding from short-term to long-term memory
- Different types of long-term memories (explicit and implicit)
- Memory retrieval
- Memory dysfunction

**(6%) Emotion and Motivation**

- Theories and physiology of emotion
- Motivational concepts
- Describe applied areas of psychology (e.g., industrial/organizational psychology)

**(6%) Personality**

- Psychological definition of personality
- Individual differences, psychometrics, and personality
- Major personality theories such as psychoanalytic, social learning, and trait factor theories.

**(6%) Health and Stress**

- The basics of the psychological stress response
- Historical conceptions of stress
- Negative and positive effects of stress
- Factors that influence an individual's response to stress
- Marginalized/stigmatized groups and the effects of chronic stress
- Ways to successfully cope with stress

**(8%) Psychological Disorders and Treatments**

- How psychologists define abnormal behavior
- How psychologists categorize abnormal behavior
- Symptoms common to disorders such as anxiety, mood, and schizophrenia within the current Diagnostic and Statistical Manual of Mental Disorders
- Evidence based treatment methods for psychological disorders such as anxiety disorders, mood disorders, and schizophrenia

**(8%) Social Psychology**

- Key research experiments in social psychology that contribute to what psychologists know about group influences on individual behavior
- How psychological principles affect attitudes and human behaviors such as obedience, conformity, stereotype threat, prejudice, implicit bias, aggression, and prosocial behavior
- Social processes, including those related to socio-cultural and international dimensions

**(6%) Sensation and Perception**

- Distinguish between sensation and perception
- Perceptual organization and interpretation

**Laboratory or Activity Content**

N/A

**Methods of Evaluation**

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Group projects  
 Individual projects  
 Journals  
 Objective exams  
 Oral analysis/critiques  
 Oral presentations  
 Quizzes  
 Reports/papers  
 Research papers  
 Role playing  
 Written analyses  
 Written compositions  
 Written homework  
 Classroom Discussion  
 Projects  
 Participation  
 Reports/Papers/Journals

## **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Case studies  
 Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Demonstrations  
 Distance Education  
 Field experience/internship  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Internet research  
 Lecture  
 Role-playing  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

Instructor will use demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model how to interpret and analyze research findings.

## **Representative Course Assignments**

### **Writing Assignments**

HONORS: Apply psychological principles to generate ways to alleviate social issues such as prejudice/discrimination, domestic violence, or addiction.

HONORS: Examine one area of human behavior such as addiction, aggression, or prosocial behavior from three different psychological perspectives such as behavioral, neuroscience, and evolutionary psychology.

HONORS: Analyze, referencing scholarly research articles or readings, a psychological topic such as suicide from a biopsychosocial perspective.

### **Critical Thinking Assignments**

HONORS: Consider what psychological theory most captures your view of the world, and then discuss the implications of holding that perspective in terms of your interpersonal relationships.

HONORS: Apply course principles in analyzing current events in terms of what caused the event and what could potentially prevent the event from occurring in the future.

HONORS: Develop a "why" question about human behavior and research and review one peer-reviewed psychological study on that topic.

**Reading Assignments**

HONORS: Read and discuss primary, peer-reviewed research articles.

HONORS: Read and review credible websites on current psychological treatments.

**Outside Assignments****Representative Outside Assignments**

HONORS: Attend a presentation, workshop, or conference on a topic related to psychology.

HONORS: Interview a researcher in a selected sub-field in psychology.

HONORS: Read an article in a popular magazine which makes a psychological claim and then determine whether the described research methodology justifies that claim.

**Articulation****C-ID Descriptor Number**

PSY 110

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSUCI	PSY 100	Introduction to Psychology	3
UCSB	PSY 1	Introduction to Psychology	4
CSUN	PSY 150	Introduction to Psychology	3

**Comparable Courses within the VCCCD**

PSY R101 - General Psychology

PSY V01 - Introduction to Psychology

PSY M100 - Course PSY M100 not Found

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

**C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2000

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

D Social Sciences

Approved

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA

Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

Area 4: Social and Behavioral Sciences

Approved

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

Resource Type

Textbook

Classic Textbook

Yes

Description

Coon, Dennis, John Mitterer, and Tanya Martini. *Introduction to Psychology: Gateways to Mind and Behavior*. 15th ed., Cengage, 2019.

Resource Type

Textbook

Classic Textbook

Yes



**Description**

Myers, David G., and DeWall, C. Nathan. *Psychology*. 13th ed., Macmillan Learning, 2021.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Feldman, Robert S. *Essentials of Understanding Psychology*. 14th ed., McGraw-Hill, 2021.

**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Spielman, Rose, et al. *Psychology*. E-book, 2nd ed., OpenStax, 2020, <https://openstax.org/details/books/psychology-2e>. Accessed 24 March 2021.

**Library Resources****Assignments requiring 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.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research using the Library's print and online resources to find relevant, primary sources pertaining to current psychological treatments.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports. One-on-one meetings with students by request, online office hours
Video Conferencing	One-on-meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
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**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

PSYCHOLOGY

**Review and Approval Dates****Department Chair**

03/22/2021

**Dean**

03/22/2021

**Technical Review**

03/25/2021

**Curriculum Committee**

10/19/2021

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**Control Number**

CCC000624517

**DOE/accreditation approval date**

MM/DD/YYYY