

Cerro Coso College
Course Outline of Record Report
 02/23/2022

PSYCC101H : General Psychology : Honors

General Information

Author:	-
Course Code (CB01) :	PSYCC101H
Course Title (CB02) :	General Psychology : Honors
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2001.00) Psychology, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000318321
Curriculum Committee Approval Date:	01/24/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	03/06/2014
Course Description:	This course offers the student an introduction to the scientific study of behavior and mental processes focusing on exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior and mental processes, perceptions, consciousness, memory, cognition, learning, motivation, emotion, development, intelligence, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. The American Psychological Association (APA) format is taught and applied to written assignments and papers. The honors course provides more content and requires greater intensity and depth of study than the non-honors class.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> • Counseling • Psychology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> • Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program**Award Type****Active**

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CC Psychology for Transfer

A.A. Degree for Transfer

Spring 2018

CC Associate in Science Degree in Administration of Justice for Transfer -

A.S. Degree for Transfer

Summer 2018

Nutrition and Dietetics Associate in Science Degree for Transfer (AS-T)

A.S. Degree for Transfer

Fall 2019 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Nutrition and Dietetics Associate in Science Degree for Transfer (AS-T)

A.S. Degree for Transfer

Spring 2020 to Spring 2022

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree

A.A. Degree Major

Fall 2020 to Spring 2022

Addiction Counseling Studies Certificate of Achievement

Certificate of Achievement

Fall 2022

CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2022
Nutrition and Dietetics Associate in Science Degree for Transfer (AS-T)	A.S. Degree for Transfer	Spring 2022
Addiction Counseling Studies Associate in Science Degree (In Development)	A.S. Degree Major	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area D.9	Social Sciences Psychology	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 4.I	Social and Behavioral Sciences Psychology	Approved	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Course Out-of-Class Hours

Lecture	144
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Prerequisite****ENGLC070 - Introductory Composition**

Students are required to read out of class assignments and resources at Sophomore level as well as write a 10 - 15 page research paper for the Honors level of PSYC C101 assignments. Students completing ENGL C101 can analyse texts at a sophomore level and write 10 - 15 page papers with fully developed citation skills and the ability to synthesize multiple university levels sources.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
Limitation on Enrollment (e.g. Performance tryout or audition) Acceptance for the Honors program or eligibility for this honors course as determined in consultation with the instructor.	No Value

Specifications**Methods of Instruction**

Methods of Instruction	Other
Rationale	Other Methods: Internet web based assignments and instruction

Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Presentations (by students)
Rationale	No value
Methods of Instruction	Written work
Rationale	No value
Methods of Instruction	Library
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Debate
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Methods of Instruction	Library
Rationale	No value
Assignments	
<p>A. Text book Reading Assignment Example: Take home study quizzes that provide specific multiple choice and/ or short answer questions that assists the student in reading for specific content to be learned from the chapter. The study quizzes are discussed and reviewed to clarify any miss-understanding of the material covered in both the lecture and assigned reading.</p> <p>B. Psychology Term Paper Example: Write a five to six page term paper written in APA format on a topic in general psychology approved by the instructor. Suggested broad topics could include but not limited to sensation, perception, sleep and dreaming, development, emotion, motivation, learning, memory, intelligence, language, stress and health, gender, sexuality, conformity, and authority.</p> <p>C. View Assigned videos from the Online Learning Resource Center (Films on Demand) that corresponds with weekly lectures. Example: When covering Piaget's cognitive development assign film clips that demonstrate the concepts of object permanence and conservation. Be prepared to discuss these concepts in class.</p> <p>Example: When covering gender and sexuality have students view the film "Me, My Sex and I" and write a 1 page reaction paper discussing the continuum of sexuality and gender. In what ways does this film change perception of gender and sexuality?</p> <p>D. Literature Review: Example: Research peer-reviewed literature on specific topics to bring in for class discussion and/or debate.</p>	
Methods of Evaluation	Rationale
Tests	<p>A. Comprehensive exams: short essay & multiple choice.</p> <p>Explain Erik Erikson's 8 stages of psychosocial personality development. Compare and contrast Piaget's and Vygotsky's theories of development.</p> <p>Multiple choice example:</p> <p>Some correlational research has shown that a teenager's risky behavior may be related to</p> <ol style="list-style-type: none"> an overactive amygdala. a thinner corpus callosum. increased dopamine activity an immature prefrontal cortex
Research Paper	<p>B. Write a research paper in APA style on a psychological topic scored by a rubric.</p> <p>Example Topics: Theoretical Perspectives of Dreams; Limits of Memory; Types of Intelligence; Attachment studies; Gender Development and Sexuality; Birth Order; Conformity and Obedience; Health and Stress</p>
Participation	<p>C. Oral presentation, scored by a rubric</p> <p>Example, Student will present an oral summary of his/her research paper.</p>
Research Paper	<p>D. (Honors Section) Write a research paper of 2500-3000 words on current and classical issues in the field of psychology, reflecting intensified study beyond the scope of the non-honors class.</p>
Equipment	
No Value	
Textbooks	

Author	Title	Publisher	Date	ISBN
	Benjamin B. Lahey. (2012) Psychology, An Introduction, 11th edition, McGraw-Hill			
	Slife, Brent. (2010) Taking Sides Clashing Views On Psychological Issues, 16th Edition, McGraw-Hill			
	Pastorino, E., Doyle-Portillo, S. . (2012) What is Psychology?, 3rd Edition, Wardsworth Cengage Learning			
Other Instructional Materials				
Description	Other: Web based learning software			
Author				
Citation	General Psychology			
Materials Fee	No			

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings and historic trends in psychology.

Expected SLO Performance: 70.0

Social Science
IGETC PLOs

Describe the method of inquiry used by the social and behavioral sciences.

Social Science
PLOs for CSU GE COA

Describe the method of inquiry used by the social and behavioral sciences.

Social Science
Psychology AA Degree
for Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment: Examination through the use of multiple choice and short answer.

Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g. behavioral, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).

Expected SLO Performance: 70.0

Social Science
Psychology AA Degree
for Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.

ISLOs
Core ISLOs

Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

Demonstrate knowledge and understanding of the following nine general domains: (1) biological basis of behavior and mental processes, (2) sensation and perception, (3) learning and memory, (4) cognition and consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) motion and motivation. Expected SLO Performance: 70.0

Social Science
Psychology AA
Degree for Transfer

1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment:Examination through the use of multiple choice and short answer.

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.

Describe and demonstrate an understanding of applied areas of psychology(e.g. clinical, counseling, forensic, community, organizational, and school health). Expected SLO Performance: 70.0

Social Science
Psychology AA
Degree for Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.

1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment:Examination through the use of multiple choice and short answer.

Demonstrate critical thinking, research skills, and information competence to psychological topics. Draw the distinction between scientific and non-scientific methods of understanding and analysis. Expected SLO Performance: 70.0

Social Science
Liberal Arts: Social & Behavioral
Sciences AA Degree

Identify and apply the Scientific Method used by social scientists to study human behavior.

ISLOs
Core ISLOs

Students who are completing a program will be able to access, evaluate, and effectively use information.

Social Science
Psychology AA Degree for
Transfer

3. The student will be able to evaluate psychological data and apply the scientific method to psychological theory. Assessment:The student will complete a research project scored by a rubric.

Articulate the impact of diversity on psychological research, theory and application, including (but not limited to) age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation. Expected SLO Performance: 70.0

Allied Health
Addiction Studies
Certificate of
Achievement

Promote client knowledge, skills, and attitudes consistent with the maintenance of good health (as defined by both the client culture and the treatment culture) and the prevention of HIV/AIDS, TB, STDS, and other communicable diseases.

ISLOs
Core ISLOs

Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

Social Science
Psychology AA Degree
for Transfer

3. The student will be able to evaluate psychological data and apply the scientific method to psychological theory. Assessment:The student will complete a research project scored by a rubric.

Understand and apply psychological principles to personal experiences, social settings, and organizational environments. Expected SLO Performance: 70.0

Social Science
Liberal Arts: Social &
Behavioral Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Social Science
Psychology AA Degree for
Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment: Examination through the use of multiple choice and short answer.

1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment: Examination through the use of multiple choice and short answer.

Allied Health
Addiction Studies Certificate of
Achievement

Articulate the broad concerns and practices of the addiction counseling field.

Construct a project critically analyzing knowledge about human behavior, reflecting intensified study beyond the scope of the non-honors class.

Expected SLO Performance: 70.0

Outline

Course Outline

- A. Viewpoints in Psychology and their origins
 - 1. Historical development of psychology and viewpoints
 - 2. Contemporary viewpoints
 - 3. Goals of Psychology
- B. Research Methods in Psychology
 - 1. Scientific Method
 - a. Descriptive Studies
 - b. Formal Experiments
 - c. Use of Statistics
 - 2. Pseudoscience
 - 3. Ethical Issues
 - 4. Diversity Issues (not limited to) age; race; ethnicity; culture; gender; socio-economic status; disability; and sexual orientation)
 - 5. APA format
- C. Biological Basis for Behavior and Mental Processes
 - 1. Neurons
 - 2. Divisions of the Nervous System: Central; Peripheral
 - 3. Structures and Functions of the Brain
 - 4. Endocrine Function and Effect
- D. Sensation and Perception
 - 1. Sensation
 - a. Vision; Auditory; Taste; Smell; Touch
 - b. The Body Senses
 - c. Synesthesia
 - d. Phantom Limb
 - 2. Perception
 - a. Top-Down Perception / Bottom &dash:Up Perception
 - b. The Gestalt Approach
 - c. Cultural Factors in Perception
- E. Consciousness
 - 1. Levels of Consciousness
 - 2. Sleep
 - 3. Dreaming
 - 4. Altered States of Consciousness
 - a. Hypnosis; Meditation; Depersonalization
 - b. Drug Induced
- F. Learning and Cognition
 - 1. Orientation and Habituation
 - 2. Classical Conditioning

- 3. Operant Conditioning
- 4. Observational Learning or Modeling
- G. Memory
 - 1. Memory Storage in the Brain
 - a. Level at Synapse
 - b. Brain structures involved in Memory
 - 2. 3 Stage Model of Memory
 - 3. Working Memory View of Memory
 - 4. Long Term Memory
 - a. Organization of Long Term Memory
 - b. Types of Long Term Memory
 - c. Amnesia
 - 5. Eyewitness Memory
 - 6. Improving Your Memory
- H. Cognition; Language and Intelligence
 - 1. Cognition
 - a. Thinking
 - b. Problem Solving
 - c. Making Decisions and Judgments
 - d. Reasoning
 - 2. Language
 - a. Influence of Language on thought (Whorfian Hypothesis)
 - b. Function of Language in Culture and Perception
 - 3. Intelligence
 - a. Nature versus Nurture
 - b. Psychometrics
 - c. Types of Intelligences
 - d. Culture and Controversies
- I. Motivation and Emotion
 - 1. Motivation
 - a. Theories of Motivation
 - b. Maslow's Hierarchy of Needs
 - 2. Emotion
 - a. Theories of Emotion
 - b. Communicating Emotions
 - c. Influence of Culture and Gender
- J. Developmental Psychology (Life-Span)
 - 1. Nature and Nurture Development Issues
 - 2. Cognitive Theories: Piaget; Vygotski;
 - 3. Moral Reasoning: Kohlberg; and Gilligan
 - 4. Temperament and Attachment
 - 5. Erikson's Psychosocial Theory
 - a. Infant; Childhood; Adolescence; Adulthood
 - 6. Gender Development and Sexuality (effect of culture and biological differences)
 - 7. Death and Dying
- K. Social Psychology Definitions and Applications
 - 1. Groups and Social Influences
 - a. Deindividuation
 - b. Conformity; Social; Roles and Obedience
 - i. Milgram's Studies
 - ii. Stanford Prison Experiment
 - c. Prejudice and Stereotypes
 - d. Positive aspects of groups
 - 2. Attraction and Altruism
 - 3. Social and International Implications
- L. Personality Theories
 - 1. Trait Theory
 - 2. Freud and Psychoanalytical Theory
 - 3. Behaviorism
 - 4. Humanistic Theory
- M. Abnormal Psychology: Definitions and Etiologies
 - 1. Historical and Contemporary Views of Abnormal Behavior
 - 2. Classification of Mental Disorders
 - 3. Therapies Used to Treat Psychological disorders

N. Applied Psychology

1. Health and Stress
2. Organizational Psychology

O. Honors Project: The project provides students with an opportunity for intensified inquiry appropriate for honors-level instruction. Exact topics will vary with instructor.

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

email
face2face
proctored
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value