



PSYC 120 - General Psychology Course Outline

Approval Date: 03/11/2021

Effective Date: 08/13/2021

SECTION A

Unique ID Number CCC000297272

Discipline(s) Psychology

Division Social Sciences

Subject Area Psychology

Subject Code PSYC

Course Number 120

Course Title General Psychology

TOP Code/SAM Code 2001.00 - Psychology, General / E - Non-Occupational

Rationale for adding this course to the curriculum Updating textbooks and revising examples in the "methods of evaluation" and "assignments" sections only

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of On-Campus

Instruction Hybrid

Entirely Online

Online with Proctored Exams

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides a general introduction to the field of psychology. Topics covered include research methods, neuropsychology, sensation and perception, cognitive psychology, developmental psychology, personality, social psychology, and clinical psychology.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- ENGL 90 with a minimum grade of C or better or equivalent

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Describe the basic structure and functioning of the brain, nervous system, and sensory systems
- Explain the central theoretical perspectives and research findings in psychology and apply this understanding to the major areas of study in the field

2. Course Objectives: Upon completion of this course, the student will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
- Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
- Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, 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) emotion and motivation.
- Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health).
- Draw the distinction between scientific and non-scientific methods of understanding and analysis.
- Recognize and understand 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.
- Understand and apply psychological principles to personal experience and social and organizational settings.

H. Demonstrate critical thinking skills and information competence as applied to psychological topics.

I.

3. Course Content

- A. Exploration of major theories, concepts, methods, and research findings in psychology.
- B. Research methods, including the scientific approach, research design, the use of statistics, and ethics.
- C. Major sub-disciplines in psychology including but not limited to: the biological bases of behavior, perception, cognition, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders, and therapeutic approaches, and applied psychology.

D.

4. Methods of Instruction:

Discussion:

Lecture:

Online Adaptation: Activity, Discussion, Lecture

3. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Papers --

Final Exam --

Mid Term --

Additional assessment information:

1. Objective examination questions

For example:

a) The first psychological laboratory was established by

- William James
- Mary Cover Jones
- Karen Horney
- Wilhelm Wundt

b) The white, fatty covering that surrounds the axons of some neurons and increases their communication speed is called

- dendrite
- action potential
- myelin sheath
- reuptake

2. Essay examination questions

For example:

a) Evaluate the concept of reconstructive memory and apply this conceptualization of the fallibility of memory to an example from your own life.

b) Apply the basic concepts of Pavlovian classical conditioning to an example from your personal experiences.

Letter Grade or P/NP

4. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example:

1. Textbook chapter readings

a) Chapters 5 & 6 of the Hockenbury & Nolan textbook covering the topics relating to learning and memory

b) Chapters 14 & 15 of the Hockenbury & Nolan textbook covering topics relating to clinical psychology

2. Additional academic articles, book excerpts, and webpage references of the instructor's choosing

B. Writing Assignments

For example:

1. Critical analysis papers (3 to 8 papers)

a) Analyze the development of your own personality using one of the major theories of personality discussed in class or in the textbook.

b) Evaluate the research ethics involved in Zimbardo's Stanford Prison Study and Milgram's obedience studies. Is the knowledge gained from either (or both) of these studies worth the ethical compromises made by the researchers? Why or why not?

2. Essay examination questions

(See Assessment section above for examples)

C. Other Assignments

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5. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Hockenbury, S. & Nolan, S

Title: Psychology

Publisher: Macmillan

Date of Publication: 2018

Edition: 8th

Book #2:

Author: Myers, D. & DeWall, C

Title: Exploring Psychology

Publisher: Macmillan

Date of Publication: 2019

Edition: 11th

B. Other required materials/supplies.