

COURSE OUTLINE

**Psychology 101 Honors (C-ID Number: PSY 110)
General Psychology (C-ID Title: Introductory Psychology)**

I. Catalog Statement

Psychology 101H is the scientific study of human behavior and mental processes. The content focuses on the exploration of major psychological theories, concepts, methods, and research findings. Topics include the biological bases of behavior, perception, cognition, consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders, approaches to psychotherapy, and applied psychology. The honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and critical thinking exercises. 2. Homework assignments are focused on critical thinking and the analysis of important topics related to psychology.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for ENGL 101.

Note: Sophomore standing is preferred.

II. Course Entry Expectations

Skill Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues;
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research;
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work;
7. add, subtract, multiply, and divide using whole numbers, fractions, and decimals;

8. convert fractions and decimals to percentages.

III. Course Exit Standards

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

1. demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology;
2. critically analyze major theoretical perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural);
3. demonstrate knowledge and understanding of biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, social psychology, developmental changes across the lifespan, psychological disorders, emotion, and motivation;
4. describe and demonstrate an understanding of applied areas of psychology (e.g. clinical, counseling, forensic, community, organizational, school, and health);
5. recognize and understand the impact of diversity on psychological research, theory, and application;
6. understand and apply psychological principles to personal experience as well as social and organizational settings.

IV. Course Content

Total Contact Hours = 48 hours

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| A. Psychology as a Science | 4 hours |
| 1. Early origins and methods of psychology | |
| 2. Scientific method, research methodologies, experimental design, and use of statistics | |
| 3. Ethics in human and animal research | |
| B. Biological Basis of Behavior | 5 hours |
| 1. Neural communication | |
| 2. Central and peripheral nervous systems | |
| 3. Nervous system anatomy | |
| C. States of Consciousness | 4 hours |
| 1. Sleeping and dreaming | |
| 2. Meditation | |
| 3. Hypnosis | |
| 4. Drugs and consciousness | |
| D. Principles of Learning | 4 hours |
| 1. Classical conditioning | |
| 2. Operant conditioning | |
| 3. Cognitive perspectives in learning | |
| 4. Applications of learning theory | |
| E. Cognition, Language, and Intelligence | 4 hours |
| 1. Thoughts and problem solving | |

2. Structure of language	
3. Intelligence and its measurement	
F. Memory	4 hours
1. Stages of memory	
2. Types of short-term and long-term memory	
3. Biological aspects of memory	
G. Motivation	2 hours
1. Homeostatic needs	
2. Social motives	
H. Emotion	2 hours
1. Emotional states	
2. Physiological factors in emotion	
3. Adaptive significance of emotions	
4. Theories of emotion	
I. Sensation and Perception	4 hours
1. The sensory systems: vision, audition, chemical senses, skin and body senses	
2. Perception and attention	
3. The relationship between sensation and perception	
4. Experiential factors in perceptual development	
J. Personality	3 hours
1. Psychoanalytic perspective	
2. Humanistic perspective	
3. Social Cognitive perspective	
4. Trait Perspective	
5. Assessment of personality	
K. Psychological/Mental Disorders	4 hours
1. History of abnormal behavior	
2. Current classification of psychological/mental disorders	
a. Personality disorders	
b. Anxiety disorders	
c. Affective/Mood disorders	
d. Schizophrenia and other psychotic disorders	
L. Lifespan Development	4 hours
1. Prenatal development	
2. Infancy and childhood	
3. Adolescence	
4. Adulthood	
M. Social Psychological Perspectives	4 hours

1. Social influence: conformity and obedience
2. Social cognition: attitudes and attribution
3. Aggression and prosocial behavior

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. classroom lecture, discussion, and demonstrations;
2. small group activities, projects, and presentations;
3. computer laboratory use in internet resources and interactive demonstrations;
4. individual student presentations;
5. multimedia;
6. guest speakers;
7. field activities or trips;
8. on-line instruction.
9. student-led discussions based on self-directed research

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. homework assignments (e.g. student's written explanation of the strengths and weaknesses of both sides of a controversial issue and written explanation of the validity of arguments for each side);
2. short papers or essays demonstrating application of concepts and critical thinking skills (e.g. written critique of a journal article);
3. research paper demonstrating use of sources and critical thinking skills (e.g. paper contrasting psychological perspectives' explanations for cause and treatment of psychological disorders);
4. individual projects (e.g. informational poster explaining symptoms of depression);
5. group projects (e.g. educational video demonstrating stages of development).
6. term paper consisting of student's original research (i.e. student groups design an experiment, collect and analyze the data, write a scientific paper describing the experiment and their interpretation of the results).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. four to five in-class tests that include essays requiring a high level of critical thinking;
2. peer review or critique of student work;
3. instructor evaluation of in-class assignments;
4. instructor evaluation of in-class presentations;
5. class participation in individual and group tasks to practice course exit standards.

VIII. Textbook

Hockenbury, Don, and Sandra Hockenbury. *Discovering Psychology 5th Edition*. New York: Worth Publishers, 2011. Print.
12th-13th Grade Textbook Reading Level. ISBN: 978-1429216500.

Feldman, Robert, S. *Essentials of Understanding Psychology 10th Edition*. New York, NY: McGraw-Hill, 2012. Print.
12th-13th Grade Textbook Reading Level. ISBN: 978-0078035258.

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. critically analyze scientific methods used in psychology;
2. apply the neurobiological, psychoanalytical, behavioral, cognitive, and humanistic perspectives to modifying and explaining behaviors;
3. evaluate the dynamic interplay of nature and nurture in producing most psychological phenomena.