

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer course     A.A. degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** Psychology 100: Introduction to Psychology

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:**

Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

A general introduction to the principles of human and other animal behavior. Topics covered include history of psychology, research methodology, sensation, perception, consciousness, learning, memory, thinking intelligence, lifespan development, gender and human sexuality, motivation and emotion, health psychology, personality, physiological disorders, therapy, social psychology, and other related topics (e.g., industrial/organizational psychology, sports psychology, environmental psychology, forensic psychology). Emphasis is placed upon the relationship between general principles of psychology and their practical applications.

**SPECIFIC COURSE OBJECTIVES:**

The successful student will:

1. evaluate and discuss the relationship between innate capabilities and learned behaviors
2. apply basic scientific principles of behavior to his or her personal life, and critically evaluate current areas of scientific inquiry
3. compare and contrast experimental and nonexperimental approaches to studying behavior, and scientific research methodology versus "common sense"
4. analyze, evaluate, and understand basic research findings in all major areas of psychology and apply this information to common human interactions

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

Introduction to Psychology

- I. Introducing Psychology
  - A. historical perspective
  - B. methodology

- C. ethics
  - D. contemporary schools
- II. The brain and Nervous System
- A. the neuron
  - B. the peripheral nervous system
  - C. the central nervous system
  - D. the endocrine system
- III. Sensation and Perception
- A. the five senses
  - B. perceptual processes
- IV. States of Consciousness
- A. the nature of consciousness
  - B. alternate states
- V. Learning
- A. innate and learned behaviors
  - B. classical conditioning
  - C. operant conditioning
  - D. cognitive aspects of learning
  - E. observational learning
- VI. Memory
- A. models of memory
  - B. forgetting
  - C. biology of memory
  - D. improving memory
- VII. Thinking and intelligence
- A. thinking
  - B. intelligence and intelligence testing
- VIII. Early Development
- A. research methodology
  - B. physical, language, cognitive and psychosocial development
- IX. Late Development
- A. physical, moral, and cognitive development
  - B. personality and social development
- X. Human Sexuality
- A. research methodology
  - B. sexual and gender dimensions
  - C. sexual behavior and problems
- XI. Motivation and Emotion
- A. motivational concepts
  - B. emotional theories and research
  - C. problems in motivation and emotion

- XII. Health Psychology
  - A. research methodology
  - B. stress and its role in health and illness
  - C. coping with stress
  
- XIII. Personality
  - A. theoretical orientations within psychology
  - B. personality assessment
  
- XIV. Abnormal Behavior
  - A. classification systems
  - B. historical and cross-cultural perspectives
  - C. specific disorders (schizophrenia, anxiety, mood, etc.)
  
- XV. Therapy
  - A. psychoanalytic approaches
  - B. learning approaches
  - C. humanistic therapy
  - D. cognitive approaches
  - E. group therapies
  - F. biological therapies
  - G. issues in therapy
  
- XVI. Social Psychology
  - A. attribution
  - B. attitudes
  - C. aggression
  - D. altruism
  - E. social influence
  - F. group processes
  - G. prejudice and discrimination
  - H. interpersonal attraction

**REQUIRED READING:**

Huffman, Karen and Mark Vernoy and Judith Vernoy. Psychology in Action. 4th edition. New York, John Wiley and Sons, 1997.

This text is 700 pages in length, with approximately 150 pages of reading per month.

**SUGGESTED READING:**

Books and journals that expand understanding of psychological research and theory.

Student study guide: Studying Psychology in Action – A study guide.

Huffman, Vernoy, and Vernoy. John Wiley and Sons, 1997. (250 pages)

**REQUIRED WRITING:**

Unit examinations include 2 essay questions of one or more paragraphs each, requiring students to evaluate and coordinate factual data. In class, weekly writing assignments are typically required.

**OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

Studying text and class notes, research and paper writing. Occasionally empirical surveys, preparation of oral reports, and group research and meetings. Reading assignments are from the text, totaling approximately 700 pages. Reading and completion of activities within the student study guide would require additionally time. At least 6 hours of reading per week would be necessary to accomplish the text reading and studying.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.** (see guidelines for preparation for definitions.)

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Students must complete four unit examinations, which are averaged equally. Extra credit points of a maximum of ten points per unit are optional. Students may take a comprehensive examination to replace or improve a missing or low unit examination.

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

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**SIGNATURES:**

SIGNATURES ON FILE