



**COURSE OUTLINE : PSYCH 101H**

**D Credit – Degree Applicable**

**COURSE ID 004153**

**Cyclical Review: October 2018**

**Revision: October 2021**

**COURSE DISCIPLINE :** PSYCH

**COURSE NUMBER :** 101H

**COURSE TITLE (FULL) :** Honors General Psychology

**COURSE TITLE (SHORT) :** Honors General Psychology

**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :** PSY 110 – Introductory Psychology

**ACADEMIC SENATE DISCIPLINE:** Psychology

**CATALOG DESCRIPTION**

PSYCH 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:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 151.



**COURSE OUTLINE : PSYCH 101H**

**D Credit – Degree Applicable**

**COURSE ID 004153**

**Cyclical Review: October 2018**

**Revision: October 2021**

**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



**COURSE OUTLINE : PSYCH 101H**

**D Credit – Degree Applicable**

**COURSE ID 004153**

**Cyclical Review: October 2018**

**Revision: October 2021**

14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

**EXIT STANDARDS**

- 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 describe biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, and social psychology;
- 4 describe developmental changes across the lifespan, psychological disorders, emotion, and motivation;
- 5 discuss applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, and health);
- 6 recognize the impact of diversity on psychological research, theory, and application;
- 7 apply psychological principles to personal experience as well as social and organizational settings.

**STUDENT LEARNING OUTCOMES**

- 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.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Psychology as a Science <ul style="list-style-type: none"> <li>• Early origins and methods of psychology</li> <li>• Scientific method, research methodologies, experimental design, and use of statistics</li> <li>• Ethics in human and animal research</li> </ul>	5	0	5

**COURSE OUTLINE : PSYCH 101H**

**D Credit – Degree Applicable**

**COURSE ID 004153**

**Cyclical Review: October 2018**

**Revision: October 2021**



2	<p>Biological Basis of Behavior</p> <ul style="list-style-type: none"> <li>• Neural communication</li> <li>• Central and peripheral nervous systems</li> <li>• Nervous system anatomy</li> </ul>	5	0	5
3	<p>States of Consciousness</p> <ul style="list-style-type: none"> <li>• Sleeping and dreaming</li> <li>• Meditation</li> <li>• Hypnosis</li> <li>• Drugs and consciousness</li> </ul>	4	0	4
4	<p>Principles of Learning</p> <ul style="list-style-type: none"> <li>• Classical conditioning</li> <li>• Operant conditioning</li> <li>• Cognitive perspectives in learning</li> <li>• Applications of learning theory</li> </ul>	4	0	4
5	<p>Cognition, Language, and Intelligence</p> <ul style="list-style-type: none"> <li>• Thoughts and problem solving</li> <li>• Structure of language</li> <li>• Intelligence and its measurement</li> </ul>	4	0	4
6	<p>Memory</p> <ul style="list-style-type: none"> <li>• Stages of memory</li> <li>• Types of short-term and long-term memory</li> <li>• Biological aspects of memory</li> </ul>	4	0	4
7	<p>Motivation</p> <ul style="list-style-type: none"> <li>• Homeostatic needs</li> <li>• Social motives</li> </ul>	2	0	2
8	<p>Emotion</p> <ul style="list-style-type: none"> <li>• Emotional states</li> <li>• Physiological factors in emotion</li> <li>• Adaptive significance of emotions</li> <li>• Theories of emotion</li> </ul>	3	0	3
9	<p>Sensation and Perception</p> <ul style="list-style-type: none"> <li>• The sensory systems: vision, audition, chemical senses, skin and body senses</li> <li>• Perception and attention</li> <li>• The relationship between sensation and perception</li> <li>• Experiential factors in perceptual development</li> </ul>	4	0	4



10	<b>Personality</b> <ul style="list-style-type: none"> <li>• Psychoanalytic perspective</li> <li>• Humanistic perspective</li> <li>• Social Cognitive perspective</li> <li>• Trait Perspective</li> <li>• Assessment of personality</li> </ul>	4	0	4
11	<b>Psychological/Mental Disorders</b> <ul style="list-style-type: none"> <li>• History of abnormal behavior</li> <li>• Current classification of psychological/mental disorders</li> <li>• Personality disorders</li> <li>• Anxiety disorders</li> <li>• Affective/Mood disorders</li> <li>• Schizophrenia and other psychotic disorders</li> </ul>	5	0	5
12	<b>Lifespan Development</b> <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• Infancy and childhood</li> <li>• Adolescence</li> <li>• Adulthood</li> </ul>	5	0	5
13	<b>Social Psychological Perspectives</b> <ul style="list-style-type: none"> <li>• Social influence: conformity and obedience</li> <li>• Social cognition: attitudes and attribution</li> <li>• Aggression and prosocial behavior</li> </ul>	5	0	5
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 homework assignments (e.g., diagram and label events in an action potential);
- 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).

**METHODS OF EVALUATION**

- 1 four to five in-class tests and one final examination requiring demonstration of course exit standards;
- 2 peer review or critique of student work (e.g., evaluate another student's written interpretation of a correlation coefficient);



**COURSE OUTLINE : PSYCH 101H**

**D Credit – Degree Applicable**

**COURSE ID 004153**

**Cyclical Review: October 2018**

**Revision: October 2021**

- 3 instructor evaluation of in-class assignments (e.g., evaluate student’s ability to design experiments);
- 4 instructor evaluation of in-class presentations (e.g., evaluate presentation regarding neurological disorders);
- 5 class participation in individual and group tasks to practice course exit standards.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Discovering Psychology	Required	Worth	7	Print	Don Hockenbury	978-1464171055	2016
Essentials of Understanding Psychology	Required	McGraw-Hill	12	Print	Robert S. Feldman	978-1259531804	2016
Psychology	Required	Rice University	1	Digital	OpenStax	978-1-947172-07-4	2018