

PSYCC1000H : Introduction to Psychology - Honors

General Information

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Attachments:	PSYC C1000H_Part2_Additions.docx PSYCC1000H_Template.pdf
Course Code (CB01) :	PSYCC1000H
Course Title (CB02) :	Introduction to Psychology - Honors
Department:	PSYCH
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000556670
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	10/01/2018
Course Description and Course Note:	<p>This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. This is an honors course. 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. Note: This course was previously PSYCH 101H.</p>
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none">• Credit
Mode of Delivery:	<ul style="list-style-type: none">• In-Person• Remote• Hybrid• Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline: • Psychology

Alternate Discipline: No value

Alternate Discipline: No value

Course Development

Basic Skill Status (CB08)

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

4I-Psychology

Area

Psychology

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

D9-Psychology

Area

Psychology

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

C-ID

PSY

Area

Psychology

Status

Approved

Approval Date

02/13/2012

Comparable Course

PSY 110 - Introductory Psychology

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (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	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing (in-development)

Objectives

- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
PSYCH101 General Psychology (previous equivalent course)	No Value
PSYCH 101 (previous course)	No Value
PSYC C1000 - Introduction to Psychology	No Value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations
Out of Class Assignments <ul style="list-style-type: none"> • Homework assignments (e.g., diagram and label events in an action potential) • Short papers or essays demonstrating application of concepts and critical thinking skills (e.g., written critique of a journal article) • Research paper demonstrating use of sources and critical thinking skills (e.g., paper contrasting psychological perspectives' explanations for cause and treatment of psychological disorders) • Individual projects (e.g., informational poster explaining symptoms of depression) • Group projects (e.g., educational video demonstrating stages of development) 	
Methods of Evaluation	Rationale
Exam/Quiz/Test	Four to five in-class tests and one final examination requiring demonstration of course exit standards
In-Class Activity (answering journal prompt, group activity)	Peer review or critique of student work (e.g., evaluate another student's written interpretation of a correlation coefficient)
In-Class Writing Assignment	Instructor evaluation of in-class assignments (e.g., evaluate student's ability to design experiments)
Presentation (group or individual)	Instructor evaluation of in-class presentations (e.g., evaluate presentation regarding neurological disorders)
In-Class Activity (answering journal prompt, group activity)	Class participation in individual and group tasks to practice course exit standards

Other Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Robert S. Feldman	Understanding Psychology	McGraw-Hill	2024	978-1264196272
OpenStax	Psychology	Rice University	2018	978-1-947172-07-4
Weiten	Themes and Variations in Psychology	Cengage	2022	9780357374825
Grison & Gazzaniga	Norton's Psychology in Your Life	Worldwide	2022	978-0-393-87757-1
Kassin, S., Privitera, G., and Clayton, K.	Essentials of Psychology	Sage	2021	9781544348438
Wade, C., Tavis, C., Sommers, S., and Shin, L.	Psychology	Pearson	2023	9780138061937
Licht, D., Hull, M., and Ballantyne, C.	Scientific American: Psychology	Worth	2020	9781319190767

Other Instructional Materials (i.e. OER, handouts)

Description Discover Psychology 2.0: A Brief Introductory Text
Author Diener & Biswas-Diener
Citation (<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)
Online Resource(s) No value

Description Additional OER examples can be found at
Author No value

Citation

<https://asccc-oen.org/open-educational-resources-and-psychology/>

Online Resource(s)

No value

Learning Outcomes

Course Objectives

Part 1: Objectives

Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.

Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.

Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.

Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions, or beliefs.

Part 2: Objectives

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

Critically analyze major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural).

Describe biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, and social psychology.

Describe developmental changes across the lifespan, psychological disorders, emotion, and motivation.

Discuss applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, and health).

Recognize the impact of diversity on psychological research, theory, and application.

Apply psychological principles to personal experience as well as social and organizational settings.

SLOs

Critically analyze scientific methods used in psychology.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Apply the neurobiological, psychoanalytical, behavioral, cognitive, and humanistic perspectives to modifying and explaining behaviors.

Expected Outcome Performance: 70.0

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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Evaluate the dynamic interplay of nature and nurture in producing most psychological phenomena.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>SOC S</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Lecture Content

Part 1: Required Topics

Cover at least two topics within each of the following major areas, addressing both theory and application:

- BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness)
- COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence)
- DEVELOPMENT (e.g., Learning, Lifespan Development, Language)
- SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality)
- MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)

Incorporate psychology's seven integrative themes throughout the course:

- How psychological science relies on evidence and critical thinking, adapting as new data develop
- How psychology explains general principles that govern behavior while recognizing individual differences
- How psychological, biological, social, and cultural factors influence behavior and mental processes
- How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society
- How our perceptions and biases filter our experiences of the world through an imperfect personal lens
- How applying psychological principles can change our lives, organizations, and communities in positive ways
- How ethical principles guide psychology research and practice

Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:

- While recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
- To counter unsubstantiated statements, opinions, or beliefs.

Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.

Part 2: Additional Topics

Psychology as a Science

- Early origins and methods of psychology
- Scientific method, research methodologies, experimental design, and use of statistics
- Ethics in human and animal research

Biological Basis of Behavior

- Neural communication
- Central and peripheral nervous systems
- Nervous system anatomy

States of Consciousness

- Sleeping and dreaming
- Meditation
- Hypnosis
- Drugs and consciousness

Principles of Learning

- Classical conditioning
- Operant conditioning
- Cognitive perspectives in learning
- Applications of learning theory

Cognition, Language, and Intelligence

- Thoughts and problem solving
- Structure of language
- Intelligence and its measurement

Memory

- Stages of memory
- Types of short-term and long-term memory
- Biological aspects of memory

Motivation

- Homeostatic needs
- Social motives

Emotion

- Emotional states
- Physiological factors in emotion
- Adaptive significance of emotions
- Theories of emotion

Sensation and Perception

- The sensory systems: vision, audition, chemical senses, skin and body senses
- Perception and attention
- The relationship between sensation and perception
- Experiential factors in perceptual development

Personality

- Psychoanalytic perspective
- Humanistic perspective
- Social Cognitive perspective
- Trait Perspective
- Assessment of personality

Psychological/Mental Disorders

- History of abnormal behavior
- Current classification of psychological/mental disorders
- Personality disorders
- Anxiety disorders
- Affective/Mood disorders
- Schizophrenia and other psychotic disorders

Lifespan Development

- Prenatal development
- Infancy and childhood
- Adolescence
- Adulthood

Social Psychological Perspectives

- Social influence: conformity and obedience
- Social cognition: attitudes and attribution
- Aggression and prosocial behavior

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value