

I. CATALOG DESCRIPTION:

- A. Departmental Information:
Division: Social Science
Department: Psychology
Course ID: PSYCH 100
Course Title: General Psychology
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None
- B. Catalog Description: Survey of the nature of human behavior and a consideration of theories and principles pertaining to the topics of experimental design, perception, thinking, learning, personality, psychological testing, emotion and motivation. Includes essential features of the biological and neurological bases of behavior.
- C. Schedule Description: Survey of the nature of human behavior and a consideration of theories and principles pertaining to the topics of experimental design, perception, thinking, learning, personality, psychological testing, emotion and motivation.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students will be able to:

- A. Read and critically evaluate theories and research from a comprehensive survey of the various fields of psychology.
- B. Identify and compare ideas within each of the subtopics of psychology, such as showing how the brain is important to memory.
- C. Apply psychological principles to their own past, present, and future situations, measured by written homework assignments.
- D. Analyze the consequences of different behaviors examined in psychology.
- E. Compare the different sub fields of psychological inquiry, such as connecting the research on learning and memory.

IV. COURSE CONTENT:

- A. Overview of History, Theories, and Research Procedures of Psychology
 1. Experimental vs. Non-experimental research designs
 2. Different careers in psychology
- B. Brain and Behavior
 1. Neurotransmitters
 2. Brain structures and functions
- C. Sensation and Perception
 1. Sense organs
 2. Perceptual processes and problems
- D. Consciousness
 1. Sleep and dreams
 2. Hypnosis
 3. Drugs and behavior
- E. Learning
 1. Classical conditioning
 2. Operant conditioning
 3. Social learning

- F. Memory
 - 1. Short vs. Long-term memory
 - 2. Memory Problems
- G. Language, Thought, and Problem-Solving
 - 1. Creative thinking
 - 2. Critical thinking
 - 3. Language in other animals
- H. Intelligence
 - 1. Measurement of intelligence
 - 2. Increasing intelligence
- I. Motivation and Emotion
 - 1. Different theories of motivation
 - 2. Different theories of emotion
- J. Childhood and Adolescence
 - 1. Psychosexual development
 - 2. Psychosocial development
 - 3. Intellectual development
- K. Adulthood and Aging
 - 1. Young adulthood
 - 2. Middle adulthood
 - 3. Elder years
- L. Personality
 - 1. Theories
 - 2. Measurement
- M. Stress, Coping, and Health Psychology
 - 1. Stress reduction
 - 2. Health promotion
- N. Abnormal Psychology
 - 1. Definitions and causes of abnormal behavior
 - 2. Measurement of different abnormalities
- O. Therapy
 - 1. Theory and practice
 - 2. Research on therapeutic effectiveness
- P. Social Psychology
 - 1. Attitudes
 - 2. Love
 - 3. Aggressiveness
- Q. Applied Psychology
 - 1. Environmental psychology
 - 2. Career selection and satisfaction

- V. **METHODS OF INSTRUCTION:**
 - A. Lecture
 - B. Class and group discussions of significant issues and topics
 - C. Relevant videotapes and films
 - D. Written assignments on personal issues both in and out of class
 - E. Skill exercises
 - F. Small group activities
 - G. Research papers
 - H. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on numerous topics in psychology, such as research design, brain and behaviors, consciousness, learning, memory, thinking and language, intelligence, motivation and emotion, human development, abnormal behavior, therapy and social psychology
- B. Class and group discussion of significant issues and topics to hear different viewpoints representing the spectrum of psychology
- C. View relevant videotapes and films in preparation for exams and paper-writing on numerous topics in psychology
- D. Written assignments, frequently graded, on numerous topics in psychology
- E. Skill-development exercises, either written or demonstrated
- F. Small group activities, such as illustrating differences in thinking, emotions, perception, or principles in social psychology.
- G. Research papers on self-chosen, personally relevant topics
- H. Field trips to view psychologists on the job

VII. METHODS OF EVALUATION

- A. Methods of Evaluation:
 1. Multiple choice or true false tests
 2. Sentence completion tests
 3. Essay tests
 4. Writing tasks (i.e. journals, summary reviews, interpretive essays)
 5. Term project
- B. Frequency of Evaluation:
 1. Weekly quizzes or papers
 2. Periodic written assignments
 3. Final exam and/or project
- C. Typical exam questions:
 1. How could Watson and Raynor have extinguished the fear they conditioned in little Albert?
 - a) present a cookie with the loud noise
 - b) continue to pair the rat and the loud noise for many trials
 - c) present the loud noise without the rat
 - d) present the rat without the loud noise
 2. In Pavlov's experiments, the food was the _____ and the bell was the _____
 - a) unconditioned stimulus; unconditioned response
 - b) conditioned stimulus; conditioned response
 - c) unconditioned stimulus; conditioned response
 - d) conditioned stimulus; unconditioned response

VIII. TYPICAL TEXT(S):

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.L., and Nolen-Hoeksma, S. Hilgard's Introduction to Psychology, 13th ed., Orlando: Harcourt Brace, 2000.
Davis S.F. and Palladino. Psychology, 3rd ed. Upper Saddle River, N.J.: Prentice Hall, 2000.
Gleitman, H., Fridlynd, A.J., and Reisberg, D. Basic Psychology, 5th ed., New York: W.W. Norton and Co., 2000.
Huffman, K., Vernoy, M., and Vernoy, J. Psychology in Action, 5th ed., New York: Wiley 2000.
Lefton, L. Psychology, 7th ed., Boston: Allyn and Bacon, 2000.
Rathus, S.A. Psychology in the New Millenium, 7th ed., Orlando: Harcourt Brace, 1999

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None