



PSYC-C1000: INTRODUCTION TO PSYCHOLOGY

Also listed as: PSYC-C1000H

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

PSYC - Psychology

Course Number

C1000

Course Title

Introduction to Psychology

Short Title

Intro to Psychology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

PSYC-C1000H

C-ID (Admin Only)

C-ID PSY 110

CB 00

CCC000311568

Course Title

Introduction to Psychology - Honors

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID PSY 110

Catalog Description

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.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Codes

TOP Code (CB 03)

2001.00 - Psychology, General

CIP Code

42.0101 - Psychology, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. 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.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. 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.
5. Analyze the content within each section of an empirical study located through scholarly databases, and properly summarize that research using the basic elements of APA style.
6. Categorize research as being experimental or non-experimental methods and identify the variables within a study.
7. Examine and describe the main psychological theories and perspectives used to explain behavior and psychological functioning including but not limited to evolutionary, psychoanalytical, behavioral, social learning, cognitive, psychodynamic, humanistic, psychobiological and sociocultural perspectives; Relate these theoretical perspectives to both historical and contemporary issues.
8. Examine and categorize critical biological mechanisms involved in psychological functioning including the major parts of the nervous system, brain, neurons, neurotransmitters, action potential, synaptic transmission, and the neurological and endocrine processes involved in the arousal and stress response.
9. Analyze appropriate constructs, mechanisms and theories relevant to specific areas of psychology including the brain and nervous system and other critical psychobiological functions; developmental theories and processes; states of consciousness; sensation and perception; learning & behaviorism; personality; social psychology; memory, cognition, and intelligence; motivation and emotion; stress and health psychology; psychopathology; and other related psychological areas.

10. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence human behavior and psychological functioning; Contrast diversity within human behavior, including cultural, ethnic, sexual, and intellectual differences specifically as it applies to social psychology, but may also be relevant to development, and personality theory; Relate social psychological topics (e.g., attribution and social influence) to social and cultural issues.

11. Categorize the more common psychological disorders including a review of underlying causes and theoretical explanations, the corresponding symptoms and diagnostic criteria, and effective treatments for the disorders.

12. Compare and contrast the various subfields in psychology; Discover the diverse careers and specialties within the field of psychology including but not limited to biopsychology, developmental psychology, health psychology, clinical psychology, industrial organization psychology, educational psychology, and others, or the ways in which psychology applies to other fields and professions.

Honors Objectives

1. Demonstrate original thinking and creativity by applying the theories and concepts of psychology to everyday life situations and/or related projects.
2. Scrutinize multiple psychological perspectives on a given issue, and synthesize that information in a variety of formats, such as presentations or APA formatted papers.
3. Evaluate multiple research studies on various issues within the field of psychology.
4. Develop primary research skills and experience including but not limited to formulating research questions and hypotheses and developing an appropriate method to investigate such questions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze and evaluate research in the field of psychology to better understand current psychosocial problems, while considering the diverse needs of different social and cultural groups.
2. Students will demonstrate a rich knowledge of psychological principles, theories, and concepts and evaluate how that might apply to one's own life, and the lives of others, while acknowledging the diversity of the human experience.
3. Students will apply course information to possible careers.
4. Students will emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence human behavior and psychological functioning.

Program Learning Outcomes

Learning Outcome

1. Students will produce arguments or projects that apply psychological training, while demonstrating their ability to listen to others with understanding and empathy, and think interdependently.
2. Students will illustrate healthy self awareness and metacognitive abilities, which demonstrate their commitment to persist in their current and lifelong learning pursuits.
3. Students will design projects or research studies illustrating their ability to question ideas, think critically and flexibly, and formulate sound decisions based on their analysis, while integrating appropriate psychological principles, theories, and/or methodology.
4. Students will integrate learning from psychology with their existing knowledge, and determine how they might assimilate new information into existing schemas, and/or accommodate mental structures in order to generate new mindsets or paradigms.
5. Students will generate ideas that apply social science principles, reflecting the diversity of the human experience with a sense of creativity, imagination, innovation, wonderment and awe.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
 - a. BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
 - b. COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
 - c. DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
 - d. SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
 - e. MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
 - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
 - b. How psychology explains general principles that govern behavior while recognizing individual differences;
 - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
 - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
 - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
 - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
 - g. How ethical principles guide psychology research and practice.
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
 - a. While recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
 - b. To counter unsubstantiated statements, opinions, or beliefs.
4. Emphasize how sociocultural factors and diversity, not limited to historically, not limited to historically dominant Western perspectives, influence content areas covered.

CCN Expanded Lecture Content

The CCN content is included in items 1 - 4 within the outline above. As written, these content requirements allow tremendous flexibility to choose which items one may want to cover and which items may not feel are important. That presents a risk that students will have disparate experiences and resulting knowledge coming out of different sections of the same course. Therefore, it is necessary to add specific content that must be addressed in all sections of Psyc C1000 to ensure continuity across sections, and ensure that all students have the required preparation to be successful in subsequent courses for which this class is a Pre-requisite. As such, items 5 -12 reflect the detailed content we would like covered in each section of Psyc C1000 offered from this point forward.

5. Introduce the field of Psychology
 - a. Psychology as a Science
 - b. The subfields of Psychology
 - c. History of Psychology and limitations
 - d. Contemporary Psychology Careers in Psychology
6. Psychological Research Methods and Ethical Considerations
 - a. Why Is Research Important?
 - b. Different Methodologies and their respective limitations
 - c. Non Experimental vs. Experimental Designs
 - i. Identify the variables within these designs
 - ii. Evaluate strengths and weakness of each design
 - d. Correlational Designs
 - i. Correlation Coefficients: Type and Strength of Correlations
 - e. Ethics in Research and Practice

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- i. Historical concerns
 - ii. Current ethical requirements and guidelines consistent with APA
 - iii. Importance of representation and inclusion in our research teams, samples, topics, and language
 - f. American Psychological Association Formatting Style and Research Guidelines
 - g. Locate primary source empirical research through scholarly databases, analyze those research studies, and summarize the research design, sample, methodology, findings, and implications consistent with APA formatting and research guidelines** (This is a required objective for ALL Introductory Psychology courses and should be integrated into the course as a required assignment.)
 - 7. Biopsychology
 - a. Human Genetics
 - b. Cells of the Nervous System
 - c. Parts of the Nervous System
 - d. The Brain and Spinal Cord
 - e. The Endocrine System
 - 8. States of Consciousness
 - a. What Is Consciousness?
 - b. Sleep and Why We Sleep
 - c. Stages of Sleep
 - d. Sleep Problems and Disorders
 - e. Substance Use and Abuse
 - f. Other States of Consciousness
 - 9. Sensation and Perception
 - a. Sensation versus Perception
 - b. Waves and Wavelengths
 - c. The transduction process involved in Vision, Hearing, & The Other Senses
 - d. Gestalt Principles of Perception
 - 10. Learning
 - a. What Is Learning?
 - b. Classical Conditioning
 - c. Operant Conditioning d. Observational Learning (Modeling)
 - 11. Thinking and Intelligence
 - a. What Is Cognition?
 - b. Language
 - c. Problem Solving
 - d. Intelligence and Creativity
 - e. Measures of Intelligence
 - 12. Memory
 - a. How Memory Functions
 - b. Parts of the Brain Involved with Memory
 - c. Problems with Memory
 - d. Ways to Enhance Memory
 - 13. Lifespan Development
 - a. What Is Lifespan Development?
 - b. Lifespan Theories
 - c. Stages of Development
 - d. Death and Dying
 - 14. Emotion and Motivation
 - a. Motivation Hunger and Eating
 - b. Sexual Behavior
 - c. Emotions (Primary & Secondary)
 - 15. Personality

- a. What Is Personality?
- b. Freud and the Psychodynamic Perspective
- c. Neo-Freudians: Adler, Erikson, Jung, and Horney
- d. Learning Approaches
- e. Humanistic Approaches
- f. Biological Approaches
- g. Trait Theorists
- h. Cultural Understandings of Personality
- i. Personality Assessment
- 16. Social Psychology
 - a. What Is Social Psychology?
 - b. Self-presentation
 - c. Attitudes and Persuasion
 - d. Conformity, Compliance, and Obedience
 - e. Prejudice and Discrimination
 - f. Aggression
 - g. Prosocial Behavior
- 17. Stress, Lifestyle, and Health
 - a. What Is Stress?
 - b. Stressors
 - c. Stress and Illness
 - d. Regulation of Stress
 - e. The Pursuit of Happiness
- 18. Psychological Disorders
 - a. What Are Psychological Disorders?
 - b. Diagnosing and Classifying Psychological Disorders
 - c. Theoretical Perspectives on Psychological Disorders
 - d. Basic description, diagnostic criteria, etiology, and treatment of disorders including, but not limited to:
 - i. Anxiety Disorders
 - ii. Obsessive-Compulsive and Related Disorders
 - iii. Posttraumatic Stress Disorder
 - iv. Mood Disorders
 - v. Schizophrenia Syndrome Disorders
 - vi. Dissociative Disorders
 - vii. Personality Disorders
 - viii. Disorders in Childhood
 - ix. Substance-Related and Addictive Disorders
 - e. Therapy and Treatment
 - i. Past and Present Types of Treatment
 - ii. Ethical limitations that may apply
 - iii. Sociocultural factors critical to treatment

Honors Content

The course content will be the same as that covered within the Psych 101 but with greater breadth and depth in order to help students explore additional areas of interest in psychology, and/or cultivate additional skills necessary for success in the field of psychology and other related scientific disciplines.

Additional Honors topics may include an exploration of applied research labs at local universities and research institutions; career opportunities in the field; examining topics that allow for community based participatory research; qualitative research methods, or others that may be of interest or helps them explore the intersection of Psychology and their desired major or career goal.

Methods of Instruction

Method

Group Projects

Integration

Students will experience group processes and dynamics through group projects and collaborative activities that allow them to work with meaningful and relevant content related to Social Psychology. Furthermore, this approach allows students further opportunity to gain greater awareness of individual, social, and cultural diversity in order to better understand human behavior and psychological functioning.

DE Adaptations for MOI

Group Projects will be facilitated through the Groups features within the CMS and all final products and work product can be submitted in electronic format through the CMS with appropriate options for peer discussion and feedback. All content should be posted in accessible formats.

Method

Lecture

Integration

Lecture, with supporting visual materials (slide deck, white board notes, tables, graphs, etc.), will present concepts, methods, structures, and processes related to Psychology. Lectures will include diverse and representative materials ensuring that different cultural and social identities are fully represented throughout the body of the content.

DE Adaptations for MOI

Lectures will be posted in an electronic format within the CMS, with appropriate closed captioning and other accessibility requirements needed.

Method

Papers and Reports

Integration

(Required) Students will be taught APA guidelines and research methods used to examine Psychology. Instructors are required to offer at least one assignment applying those guidelines through an assignment related to critically analyzing empirical research and/or conducting a literature review.

DE Adaptations for MOI

Students will complete the papers and submit them in digital format within the CMS. Efforts can also be made to check for plagiarism through the use of a plagiarism checker provided through the CMS or college. Accessibility requirements will be met.

Method

Service Learning

Integration

Students will be given the opportunity to engage in community work within organizations related to Psychology in order to gain important experience that allows them to apply psychological concepts and theories to their own lives, as well as considering social and cultural influences that may contribute to individual differences in behavior and psychological functioning. Upon completion of their community work, they will connect their experiences back to course content evidenced by a paper, presentation, discussion, or other creative project that demonstrates their learning.

DE Adaptations for MOI

For online courses, students can partner with organizations that allow service opportunities virtually or remotely in the event they are not able to serve in person. Assignments reflecting on experiences will be submitted through the CMS in an appropriate and accessible format, and/or shared with peers through Discussion Forums.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Social Psychology. Case histories, particularly those highlighting the ways in which different groups have been marginalized both within the field and in society as a whole, and other relevant information may be presented through video. Video clips and films allow students to observe psychological methods, processes, and human behavior in a variety of settings and contexts allowing students to observe and assess other individual, social, cultural, and environmental influences on human behavior and psychological functioning.

DE Adaptations for MOI

Accessible video clips, and links to video material, will be posted in the CMS.

Method

Discussion

Integration

Students will read chapters from the textbook, articles, case studies, and other materials that help illustrate the concepts, themes, structures and processes relevant to understanding Psychology.

DE Adaptations for MOI

Students will read chapters from the textbook, articles, case studies, and other materials that help illustrate the concepts, themes, structures and processes relevant to understanding Psychology. Instructions to access textbook reading, or electronic course materials will be posted within the CMS. All course materials should meet accessibility requirements.

Method

Reading

Integration

Students will read chapters from the textbook, articles, case studies, and other materials that help illustrate the concepts, themes, structures and processes relevant to understanding Psychology.

DE Adaptations for MOI

Instructions to access textbook reading, or electronic course materials will be posted within the CMS.

Additional Methods of Instruction for Honors

1. Professor and student meetings will occur on a regular basis, but no less than three times over the course of the semester. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can be held in person or via an online video conferencing tools if needed for online meetings.

Meetings can be used to discuss the specifics of the class, such as the various required honors and course assignments, or to support student learning through working with students on applied activities such as developing an operant conditioning plan to train a desired behavior, building an awareness campaign, or creating presentations on prejudice, discrimination, racial trauma, or other related activities that demonstrate the various ways in which the concepts from the course are applied within relevant fields of practice. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.

Additionally, the meetings can be used to facilitate discussions about readings and other content items, and opportunities to offer continued feedback and guidance on honors projects.

Finally, the meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions.

2. Instructor may also consider integrating field trips for Honors students aimed at exploring prospective careers, as well as relevant exhibits, labs, or environments where students can observe and apply theories and concepts related to Psychology, or other related issues. Field trips can be in person or facilitated via virtual tours and events for online courses as needed.

3. Instructor may provide instruction and guidance for Honors students in the preparation of literature reviews, and other empirical based writing assignments for experimental and nonexperimental studies that allow the students to gather, analyze, synthesize, and summarize relevant research on a given topic and potentially develop original research to expand their understanding of such topic in accordance with APA ethical standards and guidelines. These types of instructions can be provided via recorded lectures posted online in the CMS with appropriate accessibility features, or via video conferencing options for online courses.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will encourage additional cognitive processing of psychological topics, and allow students to examine and describe the components of contemporary behavioral, social learning, cognitive, sociocultural and other relevant perspectives. Class participation including class discussions, learning activities, group work and oral presentations will be evaluated in order to assess student's mastery of concepts and other relevant issues addressed in the field. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

All instructions, content, and material relevant to class participation activities will be posted in an accessible format within the CMS. Class participation for online classes will be facilitated through regular use of the discussion forums and other accessible e-conferencing tools. Grading rubrics will be utilized within the CMS to support the evaluation of the work. Instructor feedback and grading criteria will be provided through the grading features within the CMS and/or through other electronic means such as email.

Method

Other

Integration

REQUIRED FOR ALL SECTIONS of Introduction to Psychology:

Students are required to use the library databases to pull a primary source empirical study on a topic related to Psychology. They will then be asked analyze and summarize the structure of the study and the findings. These empirical article analyses will be evaluated to determine if students are able to identify and critically examine published research. Furthermore, they will be used to evaluate student's ability to apply appropriate research concepts and terminology, evidence that they are able to accurately distinguish and evaluate experimental and non-experimental research methods, and apply APA writing style accurately. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

All instructions, content, and material relevant to Empirical Article Analyses will be posted in an accessible format within the CMS. Summaries and analyses will be submitted through the CMS. Peer feedback may be facilitated through discussion forums and other accessible e-conferencing tools. Grading rubrics will be utilized within the CMS to support the evaluation of the work. Instructor feedback and grading criteria will be provided through the grading features within the CMS and/or through other electronic means such as email. All accessibility requirements will be met.

Method

Exams/Tests

Integration

Exams to determine students' comprehension of the terms, facts, and concepts relating to Social Psychology. Examinations may be multiple-choice, essay, written, or oral. An example essay may be: "Describe the various causes of depression, the diagnostic criteria, and the most effective treatment approaches for depression."

Exams will be evaluated for accuracy and critical thinking for appropriate essay questions. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Exams will be administered through the CMS and will be graded using the CMS tools. Grading can be facilitated immediately through CMS tools where appropriate. Additional qualitative feedback will be provided through the grading feature within the CMS, and/or through other electronic means such as email.

Exams will be evaluated for accuracy and critical thinking for appropriate essay questions. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Method

Group Projects

Integration

Group and individual projects examining social psychological concepts through formal using nonexperimental or experimental research designs. Students may work in groups to design a study that allows them to do a correlational analysis of the relationship between exposure to bias and discrimination and self esteem. Students work will be evaluated on their accurate use of APA research principles, ethics, and writing style. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Student groups will be organized, moderated, administered and evaluated via online forums and online discussions within the CMS. All work will be submitted and evaluated through the CMS. Grading feedback will be provided through the grading feature within the CMS, and/or through other electronic means such as email.

Projects will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Method

Research Projects

Integration

Research projects are used to help students develop critical skills which will allow them to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychological issue.

Research projects will be evaluated based on students' ability to synthesize research and knowledge gained from other scholarly sources; their ability to complete a comprehensive analysis of a contemporary psychological issue, with an accurate and detailed description and analysis of the logical assumptions guiding the scientific study of the issue; distinguish between experimental and non-experimental research methods; examine the ethics involved in the appropriate research with humans and animals; and/or critique a range of cultural perspectives in relation to psychological principles.

DE Adaptations for MOE

All instructions, content, and material relevant to Research Projects will be posted in an accessible format within the CMS. Written projects will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Projects will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Evaluation of Honors assignments

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scopewith which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of thee relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of expectation for college level writing.

Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings.

Applied activities will be assessed based on the proper application of theory, insight and originality of the work, and critical analysis of how those issues affect other areas of psychological functioning.

Presentations and papers will be assessed for clarity, quality of writing, depth and accuracy of content, organization, and relevance to psychological functioning.

Papers and presentations on either interviews of psychological professionals, or visits to related psychological institutions or exhibits, will be assessed based on the depth to which the content was explained and connected back to theories, concepts, or related careers within the field of psychology.

All Honors work will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Using the library database, locate an empirical study related to any topic in the field of psychology. The article should include all sections of an APA paper and represent primary research, whereby the author is describing the empirical method by which they directly gathered and analyzed data to help address their given research question. Note: This should not be a literature review. It must be a primary source empirical study. Therefore, the article should have a Method and Results section included in the paper. Avoid Metanalyses, as those may be beyond the scope of this class.

After reading the selected article, provide a summary and analysis of the study including explaining what the study was about, providing appropriate definitions and statistics where appropriate. Share a little about what is already known about the topic, the methodology used to conduct the research, a description of the participants and materials used, the findings of the study, and an analysis of those results. Did the study align with the appropriate research ethics and protocols examined in the course? Address strengths and limitations of the study, how those results align with other research, and the implications of the findings to research and practice.

You will be evaluated based on your ability to analyze and apply the research concepts learned from the course materials and the relevance of research ethics. Your ability to share your analysis and findings, consistent with APA guidelines will also be evaluated.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

All instructions, content, and material relevant to Empirical Article Analyses will be posted in an accessible format within the CMS. Written papers will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Assignments will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research a diverse historical or contemporary figure that has contributed the field of Psychology and prepare a paper or presentation sharing that figure. In addition to providing a brief biography and explaining their contribution to the field, consider the biases and barriers they may have faced in their personal and professional lives. Also, consider the impact of their work on diverse communities and how it may contribute to greater representation and inclusion within the sciences.

Through researching these figures, you should be able to gain important knowledge and perspectives about people from different cultures or groups with which you may have limited familiarity, gain a greater appreciation for diversity and broaden your understanding for scientific work and figures beyond those represented in typical textbooks.

You will be evaluated based on your ability to analyze and apply the psychological concepts learned from the course materials and the impact on individuals based on their diverse social, psychological, and cultural experiences.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

All instructions, content, and material relevant to Diverse Historical Figure Papers will be posted in an accessible format within the CMS. Written papers will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Assignments will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research a career within the field of psychology that you may consider for your own future. Summarize the primary job duties and responsibilities for that position, average salaries and benefits available, general working conditions, education level, and skills needed for that position. Additionally, consider how this career may align with your individual lifestyle goals. Finally, consider the ways in which some of the concepts or theories learned in the class may be utilized in this specific profession. How might this research support your own personal career exploration?

You will be evaluated based on your detail and accuracy of information.

How assignment will be adapted in online format

All instructions, content, and material relevant to Career Papers/Projects will be posted in an accessible format within the CMS. Written papers will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Assignments will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Develop a presentation to the class, on any topic that applies to theoretical frameworks and psychological topics related to the class. Presentation elements can include lecture, demonstration, group active learning exercise, or similar approaches. For example, arrange a presentation that addresses multicultural perspectives of mental illness and the impact on help seeking behavior, strategies that promote resilience, happiness, and well being. A minimum of three peer reviewed research articles should be reviewed as part of preparing this assignment, that are found independently through scholarly literature search. Presentation should be approximately 10 to 15 minutes in length, formatted in APA style.

Presentations will be assessed for content, design and delivery. Specifically, content assessments will address clarity and quality of writing, depth and accuracy of content, organization, and relevance to psychological functioning. Design assessments will address slide organization, formality of presentation elements, proper referencing of resources, both in-text and end of presentation references, APA style formatting, visual appeal, originality, and creativity of presentation design. Delivery assessments will include presentation clarity of speaker (e.g., tone, volume, pace), professionalism (behavioral mannerisms, appropriate eye contact and familiarity with content being delivered) and engagement with audience.

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How assignment will be adapted in online format

All instructions, content, and material relevant to presentations will be posted in an accessible format within the CMS. Written materials will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Submissions will be evaluated for accuracy, critical thinking, and creativity where appropriate. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

All accessibility requirements will be met.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Students will read and annotate the following article as needed to support their understanding and learning:

Naude, L., Nel, L., Van der Watt, R., & Tadi, F. (2016). If it's going to be me, it's up to me: First year psychology students' experience with academic success. *Teaching in Higher Education*, 21(1), 37-48. DOI: 10.1080/13562517.2015.1110788.

After reading the article, they will evaluate the article and its relevance to their own learning and academic success, and develop recommendations for improvement in terms of the course design and/or their own study skills.

Students will be evaluated on their ability to identify key factors from the article, how effectively they articulate their understanding, and the depth of their analysis and application of the article to benefit their own growth and learning.

How assignment will be adapted in online format

All instructions, content, and material will be posted in an accessible format within the CMS. Written papers will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction. Grading rubrics will be utilized within the CMS to support the evaluation of the work.

Assignments will be evaluated for accuracy, critical thinking, self reflection, and application. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Honors Assignments**Assignment**

Honors students will complete all of the assignments in the regular section of the class.

In addition, honors students will choose one from each of the following:

Either A or B, AND

Either C or D

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students are expected to develop additional skills and experience beyond the regular student requirements.

Assignment

A. Thoroughly research a topic in the field of Psychology such as Anxiety Disorders. Then, develop a Lecture Presentation to teach a class on the selected topic. Presentation should provide an in depth analysis of the topic, descriptions and examples as appropriate for the selected topic, related primary source research studies on the topic, and a discussion of how this topic may impact psychological functioning while considering diverse identities, abilities, opportunities, and experiences. A hands on activity related to the concept should also be designed to be facilitated in conjunction with your presentation in order to allow the class to gain a deeper, and/or more applied understanding of the topic. You will then present this lecture and facilitate the activity with the class. The presentation should be a minimum of 45 minutes, with up to 30 minutes for the class activity, but it can be extended beyond the class period as needed, should the topic and honors student require additional time, or should the professor feel the topic can provide added value to the class.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students are expected to engage in additional research on the specific topic in order to develop the lecture materials and demonstrate the knowledge to develop and facilitate the presentation and any corresponding class activity related to the topic.

Justify how the assignment reflects the Engagement Core Value

Presentations require students to engage on a deeper level with the content their colleagues, and the professor as needed to develop and coordinate their presentation.

Justify how the assignment reflects the Leadership Core Value

Leading a class lecture, discussion, and/or activity helps to foster leadership for Honors students as they are expected to manage the class, gauge the understanding and engagement of their peers and adjust their presentation as needed, and address questions as needed. In doing so, they are also serving as a model for future Honors students and other students interested in developing the skills needed to successfully transfer.

Assignment

B Conduct primary research on a topic related to Psychology using one or more research methodologies (experiment, correlational study, etc.). Example topics may include an analysis of the knowledge and biases toward the LGBTQ+ community among educational professionals, assessing the impact of discrimination and racial trauma on the mental health of BIPOC and other marginalized communities, the effect of stress on students, etc.

Be sure to use relevant theories, models and other concepts to shape your research question and guide your literature review and research design. All studies and materials should be designed in accordance with the APA Code of Ethics. Data should be collected, analyzed, interpreted, and presented in a scholarly paper consistent with APA guidelines and formatting requirements. Your paper should utilize at least 8 to 10 scholarly sources, and be at least 8 to 12 pages in length.

Papers will be evaluated based on critical analysis, support for arguments, organizational structure, and quality of writing. Further, they will be analyzed on their correct use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct primary research and apply research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Assignment

C Interview a professional within the field, of Psychology and research that specific specialty and career by visiting Psych labs, and/or researching factual career information through the Bureau of Labor Statistics to assess the salary, duties, educational requirements, and other relevant information about the career field.

You may choose to focus on one of the many specialty professions within the field of psychology, such as a Neuroscientist, Behaviorist, Clinician, Industrial Organizational Psychologist, School Psychologist, Research, Statistician, or you may choose to explore another profession that may draw upon psychological principles and concepts you have learned in the class such as a Marketing Professional.

After completing the interview and research for the desired career, prepare a written paper, and/or presentation sharing your findings with the class, which will include an assessment as to whether this career may align with your personal, professional, and lifestyle goals. The paper shall be at least 2 to 3 pages, with a total page limit for all honors papers not to exceed 12 pages.

Papers and/or presentations will be evaluated based on knowledge and accuracy, as well as your critical analysis of psychosocial/cultural concepts relevant to the material at hand, preparedness, organization, and creativity. Further, you will be analyzed on their current use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Holistic Well-being

Justify how the assignment reflects the Holistic Well-Being Core Value

This assignment requires students to explore prospective careers of interest to them, which can support their career development and support their long term stability and well being.

Assignment

D. Visit an outside exhibit, institution, lab, museum, or other institution featuring a concept related to psychology and prepare a class presentation discussing the analysis and implications of the event. For example, students can visit a museum, a medical center, a university or research lab, or another type of facility who conducts psychological work. Local facilities to consider may include the MSJC Anatomy lab, Loma Linda Medical Center, UCR/UCI/UCLA/UCSD Medical Schools, The Los Angeles County Museum of Art, The Museum of Tolerance, the Bowers Museum, the Norton Simon Museum, the USC Pacific Asia Museum, the San Diego Museum of Art, The Latin American Museum of Art, the Mingei International Museum, UCSD Neuroscience Lab, or others. Students should analyze the content presented in these facilities, and the ways in which their understanding and analysis of the issue was expanded as a result of their visit. Analysis should be submitted in a 2 to 3 page report on their experience.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This activity specifically requires the Honors students engage others outside the institution and/or the community by visiting other sites relevant to the field. This helps students engage other people in different contexts, which provides opportunities to analyze

additional social, cultural, and organizational factors that may be relevant to the specific area of focus relevant to the site they are visiting.

Course Materials

Textbooks

Feldman, R. S. (2024). Understanding Psychology. McGraw Hill. ISBN10: 126419627X | ISBN13: 9781264196272.

Kalat, J. (2021). Introduction to Psychology. Cengage. ISBN-13978-0357372722

Myer, D. G., DeWall, C. N., & Gruber, J. (2024). Psychology. Macmillan Learning ISBN:9781319426897

Open Educational Resources

Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text
(<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)

Additional OER examples can be found at <https://asccc-oeri.org/open-educational-resources-andpsychology/>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Consistent with the integrative themes established by the American Psychological Association, a primary focus of the course is to demonstrate how psychology explains general principles that govern behavior while recognizing individual differences, which promotes the recognition and appreciation for diversity. Furthermore, the course examines psychological, biological, social, and cultural factors influencing behavior and mental processes ensuring consideration of the diversity of perspectives and forces that interact to shape psychological perceptions and functioning. Furthermore, a core area of the course includes covering the content in such a way as to demonstrate how psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society, while also considering how our perceptions and biases filter our experiences of the world through an imperfect personal lens. Therefore, the overall structure of the course is designed to promote awareness of self and others, in order to promote a healthy respect for diversity and to ensure diverse identities are well represented, respected, and included in the course and in the field overall.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing related Psychological concepts, analyzing literature and academic texts, and applying theories, concepts, and knowledge from Social Psychology. This course prioritizes student growth and learning by facilitating student participation, interactive discussions, and critical assessment of related research and literature.

Additionally, the course utilizes a variety of instructional methods, assessments, and assignments in order to support diverse learning styles and allow students to demonstrate their learning through a variety of methods. This variation not only supports diverse leaning styles but also increases accessibility and engagement for many neurodiverse students. Furthermore, the applied activities are evidenced based practices to increase success outcomes for diverse students, which have been historically marginalized in higher education.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments related to analyzing psychological theories, concepts and principles. Students will analyze, discuss, and critique empirical research related to Psychology. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to Introductory Psychology. Group activities are expected to foster community and encourage student connection with the material and one another.

For online classes, student to student interactions can be facilitated via discussions, groups discussions and pages, and other collaborative technology where students can engage in either Asynchronous or Synchronous discussions.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of Introductory Psychology. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students more hands on opportunities to learn psychological terms, concepts, theories, and processes. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold them in reviewing and analyzing empirical research on psychological topics and summarizing those analyses consistent with the formatting and research guidelines of the American Psychological Association. Student and faculty-led groups will be facilitated to stimulate discussion, encourage understanding on key concepts, readings, research and scholarship in Psychology and better understand the various factors that contribute to our understanding of commonalities and differences within the human experiences.

For online courses, instructor to student interaction will be facilitated by way of announcements, discussion comments, grading comments, Inbox messages, emails, and other technologies that allow the Instructor to provide written, audio, or video feedback for students and/or meet virtually with the student to discuss their work and progress in the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments, whereby students will use library databases to locate and retrieve primary source empirical research articles, and student will review and analyze that content not only to gain an understanding of the Psychological topic being studied, but also the research process itself, and the structure and formatting of the scientific paper by which that knowledge is shared with the scientific community. Students will also interact with the content through the practical lab activities and applied learning activities through which students will apply concepts and theories to their own lives or respective careers. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

For online courses, these interactions will be facilitated through the various features within the CMS, as well as through the use of other technologies that enhance the learning and interaction opportunities within the class.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and lab activities will allow student-to-self interaction. They will be asked to summarize their understanding of various research methodologies, and other psychological terms, concepts, and theories. This will allow them assess their understanding of these areas and identify areas for added clarification. Writing assignments such as journals and thought papers will also help students with their metacognition, and identify areas where they may need to make improvements in order to improve their understanding of introductory psychology.

Student-to-self interaction can also be achieved through the use of in-class and online discussions (for face to face and online, synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences that contribute to the mind body relationship.