



Gavilan College Summer 2021

3 credits | Psych 10 | Transfer to UC, CSU

Course Description

The nature, scope, methods, presuppositions, history, and fields of psychology together with the scientific study of factors influencing human behavior, human development, perception, learning, memory, emotion, personality, frustration, and psychotherapy.

ADVISORY: Eligible for English 250 and English 260.

General Psychology

Student Learning Outcomes

1. To recognize psychology as the science that systematically studies observable behavior and its relationship to unseen mental processes and events in the environment
2. To define basic psychological terms, concepts and theories.
3. To identify the nature and operations of behavioral patterns.
4. To apply psychological terms, concepts and theories to personal, interpersonal and professional functioning.
5. To describe the role of the APA Ethics Code in the field of psychology.
6. To explain the importance of addressing diversity issues in the field of psychology



Late Work: All assignments are mandatory. You are expected to meet the designated due dates for all assignments throughout this course.

REQUIRED COURSE MATERIALS

FREE-Required Course Materials: [PSYCHOLOGY - OpenStax](https://openstax.org)



openstax.org

Free educational materials for K-12 and College.

openstax™
COLLEGE

CLASS SPECIFIC RULES

Your grade will be based on the following:

Components	Points
4 Unit Exams 1 Final (100 pts each)	500
Assignments	300
Movie Assignments (25 pts each)	50
Discussions	150
Total Points	1000

Grade	Percentage Range	Points
A	90 - 100%	900 - 1000
B	80 - 89%	800 - 899
C	70 - 79%	700 - 799
D	60 - 69%	600 - 699
F	59% and below	500 - 599

COURSE OUTLINE (TENTATIVE)

Class Orientation 1.1-1.4 Introduction to Psychology 2.1-2.4 Research 3.1-3.5 Biopsychology
4.1-4.6 States of Consciousness 5.1-5.6 Sensation and Perception EXAM I
6.1-6.4-Learning 7.1-7.6 Thinking and Intelligence 8.1-8.4 Memory

EXAM II
9.1-9.4 LifeSpan Development 14.1-14.5 Stress, Lifestyle, and Health EXAM III Developmental and Health and Stress
11.1-11.9 Personality 12.1-12.4 Social Psychology 14.1-15.5 Health, Stress, and Coping EXAM IV Stress,
15.1-15.11 Psychological Disorders 16.1-16.5 Therapy and Treatment FINAL EXAM (Comprehensive)

Content: The Science of Psychology-What Psychology Is, Careers in Psychology & Human Diversity

Student Performance Objectives: Students will define psychology, list & describe the eight perspectives in psychology that together encompass observable behavior & its relationship to unseen mental processes & events in the environment & name the major careers in psychology. Students will recognize & explain the importance & impact of addressing human diversity in the field of psychology via human diversity vignettes they must analyze in small groups & report back on.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: The Science of Psychology-Ethics in Psychology & Research Methods in Psychology

Student Performance Objectives: Students will examine the role of the APA Ethics Code in the field of psychology via ethics-laden vignettes they must analyze in small groups & report back on. Students will explain the scientific method, identify & compare the various research methods in psychology, & interpret basic psychological research findings.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: The Biological Basis of Behavior-The Role of Neurons, The Central & Peripheral Nervous Systems, The Endocrine System & Genes

Student Performance Objectives: Students will define psychobiology, describe the role of neurons, & differentiate & describe the parts of the central & peripheral nervous systems. Students will examine the function of the endocrine system & contrast the nature (genetic) vs. nurture (environment) explanation of human development.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter

Content: Sensation & Perception-The Nature of Sensation, The Five Senses, & Perception

Student Performance Objectives: Students will define sensation & evaluate the role of each of the five senses in sensation. Students will define perception, list & explain the elements that make up perception (i.e., organization, constancies, distance & depth, movement & visual illusions), & relate the connection between sensation & perception.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter

Content: States of Consciousness-Conscious Experience & Sleep & Dreams

Student Performance Objectives: Students will define consciousness & distinguish between the three types of consciousness. Students will differentiate the various sleep stages & explain the purpose sleep serves & name & describe the major sleep disorders. Students will discuss the function of daydreaming, fantasizing & dreaming.

Content: States of Consciousness-Drug-altered Consciousness & Meditation & Hypnosis

Student Performance Objectives: Students will define the three categories of psychoactive drugs & distinguish between abuse versus addiction & tolerance versus withdrawal. Students will list the causes of drug abuse/addiction. Students will compare meditation and hypnosis.

Out of Class Assignments: Completion of quizzes at and a one-page reaction paper.

Content: Learning-Classical Conditioning & Operant Conditioning

Student Performance Objectives: Students will explain classical conditioning & discuss how it relates to the development of phobias. Students will define operant conditioning, diagram the four types of stimuli that either encourage or discourage behavior according to the operant conditioning model, & discuss how operant conditioning influences personal and interpersonal behavior. Students will design & conduct their own operant conditioning experiment using an operant conditioning strategy. Students will define observational learning/social learning theory & illustrate how it operates in their own lives.

Out of Class Assignments: Completion of quizzes as well as a one-page reaction paper. Students must apply an operant conditioning technique to a pet/family member, & reflect on their own behavior & how it is influenced by observational learning/social learning theory.

Content: Memory-Types of Memory & Forgetting

Student Performance Objectives: Students will describe the four stages in the memory process & differentiate the four types of long-term memory. Students will list the thirteen causes of forgetting & five ways to improve memory.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter

Content: Cognition & Mental Abilities-Language, Problem Solving, Intelligence & Creativity

Student Performance Objectives: Students will describe the four phases of language development, list the five steps in the problem solving process, & apply them to a challenge in their life. Students will contrast the traditional definition of intelligence with the more contemporary emotional intelligence view. Students will examine creativity as a type of intelligence.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter. Students must apply the five-steps of problem solving to a problem or difficulty in their lives.

Content: Motivation & Emotion-Perspectives on Motivation, Hunger, Sex & Emotions

Student Performance Objectives: Students will define motivation & name & describe the eleven factors that explain human motivation. Students will recognize the four major eating disorders & relate their causes. Students will discuss the various motives relative to sexual behavior & appraise the pros & cons of each. Students will explain six psychosexual disorders/dysfunctions. Students will examine the various emotions & the theories behind them.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: Life-Span Development-Prenatal Development, The Newborn, Infancy & Childhood

Student Performance Objectives: Students will define developmental psychology. Students will list & describe the seven teratogens (threats) to prenatal development & identify the strategies to counter them. Students will review the theories of temperament, cognitive, moral & social development in newborns, infancy & childhood & relate one of them to their siblings or offspring.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter. Students will take one of the theories of temperament, cognitive, moral or social development & use it to explain the current status of a sibling or offspring

Content: Life-Span development-Adolescence, Adulthood & Late Adulthood

Student Performance Objectives: Students will discuss & evaluate the eleven issues that impact adolescent personality & sociocultural development. Students will distinguish between the issues paramount for those in adulthood & late adulthood.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: Personality-Psychodynamic, Humanistic, Trait & Cognitive-Social Learning Theories of Personality, & Personality Assessment

Student Performance Objectives: Students will define personality & list & compare the predominant theories of personality. Students will relate the historical problems with the study of personality & ways to counter them. Students will explain the purpose of personality assessment & complete various self-scored personality screening scales to better understand themselves.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: Stress & Health Psychology-Sources of Stress, How Stress Affects Health, & Coping With Stress

Student Performance Objectives: Students will define stress, list the major causes of stress using the acronym S.T.R.E.S.S.O.R.S. Students will identify & discuss the symptoms of stress & the mental & physical health consequences of unmanaged stress. Students will list the ten factors related to how effectively a person responds to stressors & the fifteen strategies to prevent, minimize or cope with stress.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter. Students will apply one or more of the stress management strategies to a current life stressor.

Content: Psychological Disorders-Perspectives on Psychological disorders, Anxiety, Psychosomatic/Somatoform Disorders, Disassociative, Sexual & Gender-Identity, Personality, Schizophrenic & Childhood Disorders, & Gender & Cultural Differences in Psychological Disorders

Student Performance Objectives: Student will define psychological disorders & differentiate the four primary causes/explanations of psychological disorders. Students will recognize the symptoms & causes of a wide variety of psychological disorders from the DSM-IV-TR & examine & discuss their impact on day-to-day functioning. Students will analyze the influence of gender & culture in psychological disorders.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: Therapies-Insight, Behavior, Cognitive, Group & Biological Therapies, & Client Diversity & Treatment

Student Performance Objectives: Students will define psychotherapy. Students will define & compare the multiple types of therapies & evaluate their appropriateness for various psychological disorders. Students will name the five things to look for in selecting a good therapist. Students will recognize, discuss & explain the importance of being sensitive to cultural diversity in the psychotherapy treatment process.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Content: Social Psychology-Social Cognition, Attitudes, Social Influence, & Social Action

Student Performance Objectives: Students will define social psychology. Students will discuss the nature of attitudes & ways to counter those attitudes that threaten the well-being of self & others. Students will describe the social influence factors on individual & group behavior. Students will describe the seven ways human beings form first impressions & the nine factors most likely to cause interpersonal attraction. Students will discuss social action/change strategies.

Out of Class Assignments: Completion of quizzes and a one-page reaction paper to the chapter.

Students must identify at least one maladaptive attitude about self or towards others & apply a strategy to ameliorate it.

2 Hours Final Exam



Class Policies and Resources

Academic Integrity Policy: "Students are expected to complete and submit their own work. Violations may result in receiving a failing grade on the test, paper, or exam; course grade lowered, possibly resulting in course failure; verbal or written reprimand/warning; suspension for a longer specified time and or expulsion from the college."

SEXUAL HARASSMENT/ DISCRIMINATION POLICY

It is the policy of Gavilan to provide an educational environment in which no person shall be unlawfully denied in whole or in part full and equal access to, the benefits of, or be subject to discrimination in any program or activity of the District. This policy prohibits discrimination on the basis of legally protected categories which include ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

Discrimination Policy

Gavilan is committed to maintaining an environment free of sexual harassment or discrimination based on race, religious creed, color, national origin, ancestry, disability, medical condition, marital status, political beliefs, organizational affiliation, sexual orientation, gender or age. Information on this can be found in the Gavilan College Catalog available

<http://www.gavilan.edu/catalog/>

ACCESSIBLE EDUCATION CENTER

Disability and Special Needs: Gavilan adheres to a disability policy that is in keeping with Federal law. In order to receive accommodations

"you must have a documented disability that results in educational limitation." If you have learning or physical needs that requires special accommodations and have received accommodations please notify me immediately. If you require additional information contact the Gavilan

AEC Office

Location: Library 117

Hours: 8am - 5pm

Phone: 408-848-4865

Fax: 408-846-4914

TTY: 408-846-4924

Student Conduct

Gavilan is committed to providing a safe positive learning environment where students can pursue their educational goals. The Standards of Student Conduct can be found on pages 14-16 of the College Catalog available at

<http://www.gavilan.edu/catalog/>

Policies set forth in this syllabus are intended to create a productive online learning environment for all students.

"Through others we become ourselves " Lev S. Vygotsky

CC by

"introduction" by Lorraine Levy :