

PSYC C1000H: INTRODUCTION TO PSYCHOLOGY - HONORS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Advisory:	Not open to students with credit in PSYC 1, 1H, or C1000.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 4: Social & Behavioral Sciences
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable
Formerly:	PSYC 1H

Student Learning Outcomes

- A successful student will be able to identify the reasons why psychology is a science.

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. This is an honors course.

Course Objectives

At the conclusion of this course, the student should be able to:

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.

Course 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 dominant Western perspectives, influence content areas covered.

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

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.

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lectures
In-class readings
Videos
Class discussion

Active learning and group activities

Representative Text(s) and Other Materials

Texts used by individual institutions and in individual sections will vary.

OER Examples:

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-eri.org/open-educational-resources-and-psychology/>

Traditional Examples:

Weiten, *Themes and Variations in Psychology* (Cengage, \$51)

Feldman, *Understanding Psychology* (McGraw, \$70)

Grison & Gazzaniga, *Norton's Psychology in Your Life*, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)

Kassin, S., Privitera, G., and Clayton, K. (2021). *Essentials of Psychology*, (1st ed.). Sage. (\$65)

Wade, C., Tavris, C., Sommers, S., and Shin, L. (2023). *Psychology*, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)

Licht, D., Hull, M., and Ballantyne, C. (2020). *Scientific American: Psychology* (3rd Ed.). Worth Publishers. (MacMillan, from \$56)

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include:
 - a. Reading and studying of textbook
 - b. Reading and critically analyzing primary source research articles
 - c. Reading current event articles that relate to prejudice and discrimination
2. Writing assignments include:
 - a. Research papers
 - b. Essay exam questions
 - c. Personal reaction papers
 - d. Literature review papers
 - e. Critical analysis paper of primary source research articles

Discipline(s)

Psychology