



## Course Description

This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes.

## Course eTextbook

Wade, C., Tavris, C., & Garry, M. (2014). *Psychology with DSM-5 update* (11th ed.) [VitalSource version]. Retrieved from <https://online.vitalsource.com/#/books/9780205933174>

## Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Relate the historical development of the field to its current form.
2. Differentiate among research methodologies used in the field of psychology.
3. Appraise the influences of heredity, physical and social environment, emotion, brain structure, and biological rhythms on human behaviors and cognitions.
4. Describe different ways in which humans learn new behaviors.
5. Describe the basic cognitive functions, such as attention, reasoning, and memory.
6. Compare and contrast the symptoms and treatment of different conditions, including stress and various abnormal behaviors.
7. Analyze contributors to human action, motivation, and drive, including life experience and personality.
8. Identify a peer-reviewed journal article and the author's intent, and categorize the evidence used.

## Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

## Course Structure

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading:** Suggested Readings are listed in each unit's study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study.
6. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.
7. **Unit Assessments:** This course contains six Unit Assessments, one to be completed at the end of Units I-III, V, VII, and VIII. Assessments are composed of multiple-choice questions, true/false, and written-response questions.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units IV and VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on "CSU Online Library." You can also access the CSU Online Library from the "My Library" button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail ([library@columbiasouthern.edu](mailto:library@columbiasouthern.edu)) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

## Unit Assignments

### Unit IV Article Review

*Could you be pushed to commit a horrific crime?*

Although most individuals can readily predict their response during a stressful situation, recent advancements have revealed that situational forces can have a far greater impact on one's behavior than previously acknowledged. In fact, discoveries have been revealed which provide shocking insight into human behaviors and abuse. Read the article by Hong (2012) and write a two-page review examining how "normal" individuals can become vulnerable to heinous acts when placed under certain duress. What can be learned from Zimbardo's prison experiment? Can certain correlations be drawn from the conditions in Abu Ghraib? Could you blindly follow the commands received by an authority figure?

Hong, J. K. (2012). The Lucifer Effect: Understanding how good people turn evil. *Army Lawyer*, 55-58. Retrieved from Academic OneFile database.

*Tips for locating the article:* Locate the article within the CSU Online Library. After you log into your myCSU Student Portal homepage, click on the CSU Online Library button. Next, go to the Academic OneFile database. Select the index for "Author" and type the name "Joon K. Hong" in the search box. You should then see the article listed in your choices. You can always contact one of the librarians for further assistance.

*Tips for writing your Article Review:*

- **Introduction:** This is meant to give a concise overview of the article being discussed, and is usually one paragraph in length.
- **Summary:** This contains the summary of the article that gives the general argument(s) and overview of the featured author.
- **Analysis:** In this portion of the paper, you should provide a review of the article. You should state whether you agree or disagree with the issues that were posed. Furthermore, you should also discuss why you agree or disagree with the author's viewpoint(s). Do not forget to discuss the importance of this article to the field of psychology. You **MUST** use the material from the textbook to support your opinion.
- **Conclusion:** This summarizes your final thoughts for the featured topic.

*Note:* Do not forget to double space your response and use Times New Roman 12 pt. font. This written assignment should have a cover page, two full pages of content in which you organize the four sections of the article review based on the guidelines as listed above, and a references page. You are required to utilize the textbook and assigned article to support your stance on this topic. BOTH sources should be included on your references page. You should also have accompanying in-text citations for each source that you have used throughout your response. Follow APA format guidelines.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **Unit VI Reflection Paper**

Throughout this unit, you have learned that certain links exist between emotions, motivation, and stress. In fact, if one does not handle his or her stress effectively, numerous health issues could arise.

For this assignment, you are to compose a two-page reflection paper in which you examine a current or former stressful event in your life. You must embrace Selye's general adaptation syndrome (GAS), and describe your reactions to the stressful event during each stage. Be sure that you recount the various facial expressions that you displayed as you progressed through each stage as well. What coping strategies did you embrace to help solve the problem? Additionally, how was your professional work impacted by the stressor? Furthermore, did you experience additional conflicts with other individuals as you endured this life trial?

You must effectively examine each of the areas listed above. Furthermore, you may visit the CSU Online Library to identify a source that provides specific information on how this stressful issue could impact your health, future goals, and motivation. You must at least integrate the textbook as a source.

### *Tips for writing your Reflection Paper:*

- **Introduction:** This is meant to give a concise overview of the featured stressful event and is usually one paragraph in length. In your introduction, you will reveal the featured stressful event that you will examine for this paper.
- **Summary:** This contains your description of the required areas listed above in the opening statement, including Selye's GAS, your facial expressions, coping strategies, professional impact, and relationship conflicts.
- **Analysis:** In this portion of the paper, you should provide information from the textbook and an additional source identified from the CSU Library to analyze the impact that the stressful event could have placed upon your health, future goals, and motivation.
- **Conclusion:** This summarizes your final reflections for the featured topic. For instance, what implications have you uncovered during your research that you will apply to future stressful events?

**Note:** Do not forget to double space your response and use Times New Roman 12 pt. font. This written assignment should have a cover page, two full pages of content in which you organize the four sections of the reflection based on the guidelines as listed above, and a references page. You are required to utilize the textbook and it should be included on your references page along with any additional sources you may have used. You should also have accompanying in-text citations for each source that you have used throughout your response.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide in the myCSU Student Portal by clicking on the "Citation Resources" link in the "Learning Resources" area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

## **Blackboard Grading Rubrics**

### **Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in "My Grades" through the "Tools" button

in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

## CSU Grading Rubrics for Papers/Projects and Assessments

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, *unless otherwise specified within assignment instructions*. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project-specific grading criteria defined in the project directions.

To view the rubrics, click the Student Resources link in the Course Menu or access them through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

## Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

**Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.**

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

### Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

### Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

## Grading

Unit Assessments (6 @ 12%)	= 72%
Unit IV Article Review	= 14%
Unit VI Reflection Paper	= 14%
<b>Total</b>	<b>=100%</b>

## Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

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Unit I	Introduction to Psychology and Research Methods
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Chapter 1:</b> What is Psychology? <input type="checkbox"/> <b>Chapter 2:</b> How Psychologists Do Research <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b>
Notes/Goals:	

Unit II	Biological, Evolutionary, and Environmental Foundations of Behavior
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Chapter 3:</b> Genes, Evolution, and Environment <input type="checkbox"/> <b>Chapter 4:</b> The Brain and Nervous System <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b>
Notes/Goals:	

Unit III	Body Rhythms, Mental States, Sensation, and Perception
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Chapter 5:</b> Body Rhythms and Mental States <input type="checkbox"/> <b>Chapter 6:</b> Sensation and Perception <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b>
Notes/Goals:	

<b>Unit IV</b>	<b>Learning and Conditioning and the Influence of the Environment on Behavior</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 7:</b> Learning and Conditioning <input type="checkbox"/> <b>Chapter 8:</b> Behavior in Social and Cultural Context <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Submit:</b>	<input type="checkbox"/> Article Review
Notes/Goals:	

<b>Unit V</b>	<b>Thinking, Intelligence, and Memory</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 9:</b> Thinking and Intelligence <input type="checkbox"/> <b>Chapter 10:</b> Memory <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Submit:</b>	<input type="checkbox"/> Assessment
Notes/Goals:	

<b>Unit VI</b>	<b>Emotion, Stress, and Motivation</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 11:</b> Emotion, Stress, and Health <input type="checkbox"/> <b>Chapter 12:</b> Motivation <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Submit:</b>	<input type="checkbox"/> Reflection Paper
Notes/Goals:	

<b>Unit VII</b>	<b>Development over the Life Span and Personality</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 13:</b> Development over the Life Span <input type="checkbox"/> <b>Chapter 14:</b> Theories of Personality <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Submit:</b>	<input type="checkbox"/> Assessment
Notes/Goals:	

Unit VIII	Abnormal Behaviors and Therapies
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Chapter 15:</b> Psychological Disorders <input type="checkbox"/> <b>Chapter 16:</b> Approaches to Treatment and Therapy <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b>
Notes/Goals:	