

PSY101

Introduction to Psychology

Course Guide

This course is a survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology.

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COURSE AT A GLANCE

COURSE DESCRIPTION

This course is a survey of selected topics in psychology, including research methods, physiological psychology, sensation, perception, consciousness, learning, memory, motivation, gender roles, abnormal behavior, psychotherapy, and social psychology.

COURSE DESIGN

Welcome to Psychology 101! In this course, we will explore the ABC's of life: Affect (feelings), Behavior (actions), and Cognition (thoughts). How and why do we think, act, and feel as we do? Through your reading and study, as well as in the assigned work (discussions, weekly reviews, and papers), we will highlight the relevance of psychological insight to your everyday life. Here is a brief synopsis of the content we will cover:

Week One provides an introduction to the course. We begin with an overview of the field, providing historical perspective and reviewing the basic principles of research methods with regard to the science of psychology. We will also consider the relevance of psychology to various career opportunities. In addition, we will examine ethical concerns.

Week Two focuses on the biological basis of behavior and mental processes, including neuroscience and consciousness in addition to sensation and perception. We will also study development.

Week Three focuses on the cognitive basis of behavior and mental processes, including learning, language, and cognition, in addition to memory and intelligence.

Week Four focuses on the person and the situation. We begin with an exploration of external, social influences on behavior and mental processes. We will then consider the influence of internal factors via personality.

Week Five concludes the course with a focus on mental and physical health. We will explore motivation and emotion, health, and psychological disorders and therapies.

We will wrap up the course by using information and skills gained in the preceding weeks to evaluate a commonly held belief using psychological theory and research in the Final Paper.

PREREQUISITES

There are no prerequisites for PSY101.

COURSE LEARNING OUTCOMES

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

1. Explain the basic precepts of scientific approaches to the study of psychology.
2. Describe concepts in core psychological domains: biological, cognitive, developmental, social and personality, and mental and physical health.
3. Explain how cultural and social diversity influence individual perception and experience.
4. Apply ethical considerations to psychological research and application.
5. Examine variations in psychological functioning.
6. Apply course content to realistic scenarios and real-life experiences.

COURSE MATERIALS

REQUIRED TEXT

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- This text is a Constellation™ course digital materials (CDM) title.

REQUIRED RESOURCES

E-books

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Gardner, H. (2006). *Multiple intelligences: New horizons*. Retrieved from <http://www.ebrary.com/corp/>

Snyder, C. R., & Pulvers, K. M. (2001). Dr. Seuss, the coping machine, and “Oh, the Places You’ll Go”. In Snyder, C. R. (Ed.) *Coping with Stress* (3-29). Cary, US: Oxford University Press (US).
doi:10.1093/med:psych/9780195130447.003.0001

Articles

Davis, T. (2009). [Conceptualizing psychiatric disorders using “Four D’s” of diagnoses](#). *The Internet Journal of Psychiatry*, 1(1), 1-4. Retrieved from <http://ispub.com/IJPSY/1/1/5049>

Griggs, R. A., & Jackson, S. L. (2007). Classic articles as primary source reading in introductory psychology. *Teaching of Psychology*, 34(3), 181-186. doi: 10.1080/00986280701498582

Haggbloom, S. J., Warnick, R., Warnick, J. E., Jones, V. K., Yarbrough, G. L., Russell, T.M., & ... Monte, E. (2002). The 100 most eminent psychologists of the 20th century. *Review of General Psychology*, 6(2), 139-152.
doi:10.1037/1089-2680.6.2.139

Kwan, V. S. Y., & Hermann, S. D. (2015). The interplay between culture and personality. In *APA handbook of personality and social psychology, Volume 4: Personality processes and individual differences*, 553-574. Washington, DC, US: American Psychological Association. doi:10.1037/14343-025

Nisbett, R. E., & Masuda, T. (2003). [Culture and point of view](#). *Proceedings of the National Academy of Sciences of the United States of America*, 100 (19), 11163-11170. doi:10.1073/pnas.1934527100

- Raeff, C. (2010). Independence and interdependence in children's developmental experiences. *Child Development Perspectives*, 4(1), 31-36. doi: 10.1111/j.1750-8606.2009.00113.x
- Silverman, C. (September 10, 2012). [Journalism's summer of sin marked by plagiarism, fabrication, obfuscation](http://www.poynter.org/2012/journalisms-summer-of-sin-calls-for-leadership-transparency/187335/). Poynter. Retrieved from <http://www.poynter.org/2012/journalisms-summer-of-sin-calls-for-leadership-transparency/187335/>
- Sternberg, R. J. (2002). [Cultural explorations of human intelligence around the world](http://dx.doi.org/10.9707/2307-0919.1035). *Online Readings in Psychology and Culture*, (Unit 4). <http://dx.doi.org/10.9707/2307-0919.1035>

Multimedia

- Balmès, T., & Chabat, A. (Directors and Producers). (2010). [Babies](#) [Documentary film]. France: Focus Features. Retrieved from <http://digitalcampus.swankmp.com/>
- ChallengingMedia. (2006, October 4). [Tough Guise: Violence, media & the crisis in masculinity](https://www.youtube.com/watch?v=3exzMPT4nGI) [Video file]. Retrieved from <https://www.youtube.com/watch?v=3exzMPT4nGI>
- Classical and operant conditioning* [Video file]. (1996). Retrieved from the Films on Demand database.
- Kilbourne, J. (2014, May 8). [Jean Kilbourne: The dangerous ways ads see women](https://www.youtube.com/watch?v=Uy8yLaoWybk) [Video file]. Retrieved from <https://www.youtube.com/watch?v=Uy8yLaoWybk>
- National Geographic. (2015). *Perspective: Brain games (Season 6)* [Video file]. Retrieved from the Films on Demand database.
- Plagiarism 2.0: Information ethics in the digital age* [Video file]. (2011). In Films On Demand. Retrieved from the Films on Demand database.
- Robert Short. (2012, March 28). [D3E23: Bringing up monkey](https://www.youtube.com/watch?v=yI9O5C4XsxA) [Video file]. Retrieved from <https://www.youtube.com/watch?v=yI9O5C4XsxA>
- Stress: Portrait of a killer* [Documentary film]. (2008). France: Focus Features. Retrieved from the Films on Demand database.

Web Pages

- American Psychological Association. (2016). [Divisions](http://www.apa.org/about/division/index.aspx?tab=1). Retrieved from <http://www.apa.org/about/division/index.aspx?tab=1>
- American Psychological Association: Society of Clinical Psychology. (2013). [Research-Supported Psychological Treatments](https://www.psychologicaltreatments.org/Treatments). [Website]. Retrieved from [https://www.psychologicaltreatments.org](https://www.psychologicaltreatments.org/Treatments)
- [International Personality Item Pool Representation of the NEO PI-R™](http://www.personal.psu.edu/~j5j/IPIP/). Retrieved from <http://www.personal.psu.edu/~j5j/IPIP/>

The American Institute of Stress. (n.d.). [Holmes-Rahe Stress Inventory](http://www.stress.org/holmes-rahe-stress-inventory/). Retrieved from <http://www.stress.org/holmes-rahe-stress-inventory/>

Website

[Classics in the History of Psychology](http://psychclassics.yorku.ca/topic.htm) (<http://psychclassics.yorku.ca/topic.htm>)

Supplemental Materials

American Psychological Association. (2010). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/). Retrieved from <http://www.apa.org/ethics/code/>

Anderson, S. L. (2016). PSY101 annotated bibliography template. [Template]. College of Health, Human Services, and Science. Ashford University: Clinton, IA.

Turnitin. (2012). [The plagiarism spectrum: Tagging 10 types of unoriginal work](http://www.turnitin.com/assets/en_us/media/plagiarism_spectrum.php). Retrieved from http://www.turnitin.com/assets/en_us/media/plagiarism_spectrum.php

RECOMMENDED RESOURCES

E-book

Allan, A., & Love, A. (2010). *Ethical practice in psychology: Reflections from the creators of the APS code of ethics*. Hoboken, NJ, USA: John Wiley & Sons. Retrieved from <http://www.ebrary.com>

Articles

American Psychological Association, Task force on the sexualization of girls. (2007). [Report of the APA Task Force on the sexualization of girls](https://www.apa.org/pi/women/programs/girls/report-full.pdf). Retrieved from <https://www.apa.org/pi/women/programs/girls/report-full.pdf>

Bissell, K., & Rask, A. (2010). Real women on real beauty: Self-discrepancy, internalization of the thin ideal, and perceptions of attractiveness and thinness in Dove's Campaign for Real Beauty. *International Journal of Advertising*, 29(4), 643-668. doi:10.2501/S026S048710201385

Bushman, B. J., Gollwitzer, M., & Cruz, C. (2015). There is broad consensus: Media researchers agree that violent media increase aggression in children, and pediatricians and parents concur. *Psychology of Popular Media Culture*, 4(3), 200-214. doi:10.1037/ppm0000046

Davidson, M. M., & Gervais, S. J. (2015). Violence against women through the lens of objectification theory. *Violence Against Women*, 21(3), 330-354. doi:10.1177/1077801214568031

- DiGennaro Reed, F. D., & Lovett, B. J. (2008). Views on the efficacy and ethics of punishment: Results from a national survey. *International Journal of Behavioral Consultation and Therapy*, 4(1), 61-67. doi: <http://dx.doi.org.proxy-library.ashford.edu/10.1037/h0100832>
- Lilienfeld, S. O. (2007). [Psychological treatments that can cause harm](http://www3.nd.edu/~ghaeffel/Lilienfeld%20(2007).pdf). *Perspectives on Psychological Science*, 2(1), 53-70. Retrieved from [http://www3.nd.edu/~ghaeffel/Lilienfeld%20\(2007\).pdf](http://www3.nd.edu/~ghaeffel/Lilienfeld%20(2007).pdf)
- Morrison, T. G., & Halton, M. (2009). Buff, tough, and rough: Representations of muscularity in action motion pictures. *The Journal of Men's Studies*, 17(1), 57-74.
- Shweder, R. A., Jensen, L. A., & Goldstein, W. M. (1995). [Who sleeps by whom revisited: A method for extracting the moral goods implicit in practice](#). In J. J. Goodnow, P. J. Miller, & F. Kessel (Eds.) *New Directions for Child Development: Contextualizing Development: A Practice Perspective*, 67, 21-39.

Multimedia

- Amy Bell. (2012, September 24). [Women and advertising](https://www.youtube.com/watch?v=n-08qnL_Okw) [Video file]. Retrieved from https://www.youtube.com/watch?v=n-08qnL_Okw
- Andover, P. (2013, March 7). [The difference between classical and operant conditioning](https://www.youtube.com/watch?v=H6LEcM0E0io). [Video file]. Retrieved from <https://www.youtube.com/watch?v=H6LEcM0E0io>
- Big Think. (2012, October 24). [Paul Bloom: The psychology of everything](https://www.youtube.com/watch?v=328wX2x_s5g) [Video file]. Retrieved from https://www.youtube.com/watch?v=328wX2x_s5g
- david sosin. (2015, March 18). [Tough guise – Violence media and the crisis in masculinity](https://www.youtube.com/watch?v=PS_0qCESapI) [Video file]. Retrieved from https://www.youtube.com/watch?v=PS_0qCESapI
- Eagleman, D. (2015, March). [David Eagleman: Can we create new senses for humans?](https://www.ted.com/talks/david_eagleman_can_we_create_new_senses_for_humans?language=en) [Video file]. Retrieved from https://www.ted.com/talks/david_eagleman_can_we_create_new_senses_for_humans?language=en
- flactemb. (2013, February 19). [Pavlovs dogs](https://youtu.be/asmXyJaXBC8). [Video file]. Retrieved from <https://youtu.be/asmXyJaXBC8>
- jenninh. (2007, March 20). [Operant conditioning](https://www.youtube.com/watch?v=I_ctJqJlrHA). [Video file]. Retrieved from https://www.youtube.com/watch?v=I_ctJqJlrHA

Web Page

- BBC. (September 17, 2014). [Science: Human body & mind](http://www.bbc.co.uk/science/humanbody/mind/). Retrieved from <http://www.bbc.co.uk/science/humanbody/mind/>

Website

- [Brain Games](http://braingames.nationalgeographic.com/) (<http://braingames.nationalgeographic.com/>)

COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed include:

DISCUSSIONS

Each week students will participate in online discussions with classmates, which are related to the week's readings. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. Students' initial discussion posts are due by 11:59 p.m. (in the time zone in which each student resides) on Day 3 (Thursday). Students will have until 11:59 p.m. on Day 7 (the following Monday) to make the required minimum number of response posts to classmates.

Discussions represent 39.5% of the overall course grade.

WEEKLY REVIEWS

In Weeks One through Five, students will demonstrate and reinforce their understanding of the week's content by responding to multiple choice questions about the material. Students have a limited amount of time to complete a review once they begin. The review must be completed in one sitting. Students may retake the review until they are satisfied with their score, as only the last score will count toward the grade. **Weekly Reviews represent 30% of the overall course grade.**

ASSIGNMENTS

There are written assignments due in this course. These assignments must reflect college-level writing. **Assignments represent 15% of the overall course grade.**

END OF COURSE SURVEY

In Week Five, you will have the opportunity to complete the End of Course Survey, which is a short evaluation tool that allows each student to express their opinion of the course design and instructional delivery. This is your chance to provide

the university and program with valuable feedback that will allow us to evaluate the effectiveness of both the course and your instructor. Your opinions are a valuable component of the university's continuous improvement plan as the results of these surveys are reviewed by instructors and course designers to improve course development and instructional practices. Since evaluating the quality of your educational experience can be an important learning tool, you will receive 0.5 points for completing this survey. To complete the survey, please watch for an email from surveys@ashford.edu entitled "Ashford University End of Course Survey". Then, simply click on the link within the email line that reads "Please follow this link to complete the End of Course Survey here" no later than the last day of the course. After you have completed the End of Course Survey, please complete the one question quiz to receive your points. If for any reason you wish not to complete the survey, you may do so and still receive the 0.5 points by completing the one question quiz. **The End of Course Survey represents 0.5% of the overall course grade.**

FINAL PAPER

The final assignment for this course is a paper. The purpose of the Final Paper is for you to explore a topical area and apply critical insight to discern fact from fiction. You will review the available evidence for a commonly held belief and provide a conclusion regarding the merit of this claim. **The Final Paper represents 15% of the overall course grade.**

GRADING PERCENT BREAKDOWN

Activity	Grading Percent
Discussions	39.5
Weekly Reviews	30
Assignments	15
End of Course Survey	0.5
Final Paper	15
Total	100

WEEK ONE

INTRODUCTION

To be completed during the first week of class.

Overview

Activity	Due Date	Format	Grading Percent
Post Your Introduction	Day 1	Discussion	1.5
History: Historical Foundations	Day 3 (1 st post)	Discussion	3
Interactive Learning Activity – Research: Everyday Experiments	Day 6 (1 st post)	Discussion	3
Week One Review	Day 7	Weekly Review	3

Weekly Learning Outcomes

This week students will

1. Review various career trajectories in psychology.
2. Locate and explain original work by eminent psychologists.
3. Illustrate variation in human mental processes and behavior.
4. Relate implications of psychological theory and research for everyday life.
5. Describe a simple experiment utilizing elements of the scientific approach.
6. Apply ethical consideration in research methods.

Introduction

Week One provides an introduction to the course. We begin with an overview of the field, providing historical perspective and reviewing the basic principles of research methods with regard to the science of psychology. We will also consider the relevance of psychology to various career opportunities. In addition, we will examine ethical concerns in the field of psychology.

Required Resources

Text

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- Chapter 1: The Science of Psychology.

Articles

Griggs, R. A., & Jackson, S. L. (2007). Classic articles as primary source reading in introductory psychology. *Teaching of Psychology*, 34(3), 181-186. doi: 10.1080/00986280701498582

- This article (Appendix B) includes references for commonly cited classic articles. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University Library.

[Accessibility Statement](#)

[Privacy Policy](#)

Haggbloom, S. J., Warnick, R., Warnick, J. E., Jones, V. K., Yarbrough, G. L., Russell, T.M., & ... Monte, E. (2002). The 100 most eminent psychologists of the 20th century. *Review of General Psychology*, 6(2), 139-152.

doi:10.1037/1089-2680.6.2.139

- This article lists the first 99 of the 100 most eminent psychologists of the 20th century. In addition, the authors include the top 25 most frequently cited psychologists in professional psychology journals and introductory psychology textbooks, as well as the top 26 most frequently named by members of the American Psychological Society. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University Library.

[Accessibility Statement](#)

[Privacy Policy](#)

Web Page

American Psychological Association. (2016). [Divisions](http://www.apa.org/about/division/index.aspx?tab=1). Retrieved from <http://www.apa.org/about/division/index.aspx?tab=1>

- This web page presents information about and links to websites for the various topical divisions of the American Psychological Association. This source will assist with Introduction for this week.

[Accessibility Statement](#)

[Privacy Policy](#)

Website

[Classics in the History of Psychology](http://psychclassics.yorku.ca/topic.htm) (<http://psychclassics.yorku.ca/topic.htm>)

- This website presents links to classic works from all areas of psychology. The entries are sorted both topically and by author. This source will assist with Discussion 1 for this week.

Accessibility Statement does not exist.

Privacy Policy does not exist.

Recommended Resources

E-book

Allan, A., & Love, A. (2010). *Ethical practice in psychology: Reflections from the creators of the APS code of ethics*.

Hoboken, NJ, USA: John Wiley & Sons. Retrieved from <http://www.ebrary.com>

This book examines ethics. Chapter 4 is especially relevant. This source will assist with the Assignment for this week. The full-text version of this e-book can be retrieved from the EBSCOhost database through the Ashford University Library.

[Accessibility Statement](#)

[Privacy Policy](#)

Multimedia

Big Think. (2012, October 24). [Paul Bloom: The psychology of everything](#) [Video file]. Retrieved from

https://www.youtube.com/watch?v=328wX2x_s5g

- This video examines the study of human nature. This source will assist with your overall comprehension of the science of psychology and its relevance to daily life.

[Accessibility Statement](#)

[Privacy Policy](#)

Website

BBC. (September 17, 2014). [Science: Human body & mind](#). Retrieved from

<http://www.bbc.co.uk/science/humanbody/mind/>

- This website contains evaluative tools for making sense of the mind. This source provides the opportunity to apply material to your own experiences.

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[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Post Your Introduction.** *1st Post Due by Day 1.* In this discussion, you will meet and learn more about the other members of your class. In addition, you will explore the various avenues of interest available to students who pursue psychology.

Prior to posting, visit the [American Psychological Association's website](#) and browse the various [divisions](#) reflecting the wide range of interests held by students and professionals interested in the field of psychology. After reviewing this information, select an area that is relevant to your career aspirations or is of personal interest to you to reflect upon within your posting.

As you write your introduction, include the following points:

- Tell us about yourself, personally. Be sure to indicate your preferred name (if it is something other than your full name) and feel free to share any other information about yourself that you wish (e.g., where you live, about your family, activities you enjoy, etc.). Appropriate photographs are encouraged. Include any additional information you believe will help establish rapport in the class.
- Tell us about yourself, professionally. What is your major? Do you have relevant work experiences? What are your career goals for the future?
- Describe your interests in learning about psychology. Indicate how this might be relevant to your career aspirations, even if you do not plan to utilize psychology explicitly.
- Share some interesting information you discovered in the exploration of various avenues of interest available to students who pursue psychology on the [American Psychological Association's website](#).

Reminder: Each week you will be given instruction in the Guided Response about the expectations for responding to your peers and to the instructor (please see below.) These expectations may differ from week to week and/or from your previous courses, so please reach out to your instructor if you have any questions or concerns.

Guided Response: Read several of your classmates' posts and respond to at least one of your peers by **Day 5 (Saturday)** and two additional postings of your peers by **Day 7 (Monday)** for a total of three or more replies. Look for something you have in common with a classmate and comment on it in your reply. To encourage a positive, welcoming learning environment in this course, ask some exploratory questions about your peers' posts. Look for peers whose posts have not been responded to yet, so that everyone can get to know one another.

Continue to monitor this discussion throughout the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

2. **Historical Foundations.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 1 of your textbook. In addition, review “The 100 Most Eminent Psychologists of the 20th Century”. You must also find one scholarly article written by your selected psychologist (see instructions below). Finally, review Instructor Guidance and Announcements. In this discussion, you will consider the historical underpinnings (or foundations) of the study of psychology by describing classic theory and research and distinguishing variations in psychological functioning. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Theory assists psychologists in better understanding human behavior, emotion, social skills, and overall mental health. In essence, theory helps us to better understand human psychological functioning, which embodies how a person achieves one's goals that are reflected within the self in conjunction with the environment and their relationships. Thus, understanding how researchers go about formulating theories is an important foundation in the science of psychology. In this discussion, you will be exploring this process by researching a psychologist, learning about him/her, and completing the following:

- Select one noted psychologist from any of the included lists in “The 100 Most Eminent Psychologists of the 20th Century” Haggbloom et al. (2002). Locate information about this person to learn more about him/her and his/her work.
- Locate a [scholarly article](#) written by the individual you chose from the [Ashford Library](#).
 - Upon entering the library, click on the **Advanced Search** option in the Search box. Enter the name of your selected psychologist in the search field. Then, select **AU Author** in the drop down menu to the right of the search box. In the second search box, enter the word **psychology** (no need to click on the drop down menu to select a field).
 - Below the search boxes, look for the **Limit your results** section and select **Limit to Full Text** and **Limit to Scholarly/Peer Reviewed**.
 - Then, click **Search**.

Alternatively, you may choose a source that is identified in “Classic Articles as Primary Source Reading in Introductory Psychology” and then search by “TI Title”. The library will not have every source, so if you choose a book or an article that is unavailable, try another option.

- [Summarize](#) the contributions of the influential figure you selected to the field of psychology. In your discussion, include the following:
 - Describe your selected psychologist and his or her main contributions to the field.
 - Next, [summarize](#) the scholarly article you read. Your summary should provide an overview of the theoretical perspective and describe any empirical work (i.e., research study) that is presented in the article. For additional assistance on how to summarize an article click [here](#).
 - Examine how this theory/research provides insight into differences in psychological functioning.
 - In layman’s terms, what does the theoretical perspective, that you explain, tell us about the differences between people and how they behave, think, and feel? How might it explain why they do what they do?
 - Illustrate with an example from your own observation or experience.
 - What personal experiences or observations of these types of behaviors might be able to be explained by this perspective?
 - Example: If I experienced a trauma, how might this trauma affect how I behave in certain situations?

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a psychologist other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following questions in your responses:

- What additional questions do you have about the psychologist that your peer summarized? For example, you could ask about his/her contributions to theory and/or research.

- Are there relevant connections between the work of the influential figure you selected and the individual selected by your peer?
- Share examples from your own life that illustrate your peer's chosen theoretical perspective.

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

3. **Interactive Learning Activity - Research: Everyday Experiments.** *1st Post Due by Day 6.*

NOTE: Students please note that this activity is due Day 6.

To prepare for this activity, please read Chapter 1 of your textbook and review the Instructor Guidance and relevant Announcements. In this activity, you will consider research methods by describing a simple experiment that utilizes elements of the scientific method, applying ethical considerations. See **The Experiment** for a detailed explanation of the experimental method.

Psychology is the scientific study of behavior and mental processes. Psychologists utilize the scientific method to test their ideas. There are many different types of research studies. In this interactive learning activity, your original post will explain the basic precepts of scientific approaches to the study of psychology; your responses will focus on descriptive and correlational methods. Step by step instructions are included to assist you with the explanation. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

- Select a hypothesis from the following list:
 - Students who sit in the front row earn higher grades.
 - Attractive people are more likely to be asked on a date.
 - People drive more aggressively when behind the wheel of a sports car.
 - Diet is more effective than exercise in a weight loss program.
 - Reading to a child will result in a larger vocabulary.

- *Insert your own idea:* _____
- Briefly summarize a perspective (e.g., behaviorism, psychodynamic theory, cognitivism, humanism, sociocultural perspectives, biological/physiological/psychological) that you might apply to your study of this topic. Explain how it may be relevant to your understanding of this topic.
- Describe a simple experiment that you might conduct to test the hypothesis you have chosen. In your description, include the following:
 - Identify the independent and dependent variables, clearly operationalizing each.
 - Explain how you would implement your manipulation and measure responses.
 - Predict any potential confounds and how to best control these factors.
 - Discuss steps a researcher could take to prevent bias (experimenter, subject, and/or sampling bias).
 - Apply your knowledge of ethics to your experimental design by explaining why bias is an important consideration in the process.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post

Post your initial response of 250 words or more by **Day 6 (Sunday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post your original response and one or more of your required replies earlier to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a hypothesis other than the one you selected and two or more peers overall. The goal of this interactive learning activity is to foster creative and critical thinking. Consider the following questions in your responses:

- What ethical or methodological considerations may have been overlooked by your peer?
- Suggest an alternate descriptive method (e.g., case study, survey, naturalistic observation) to test the same idea.

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade

will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

Weekly Review

1. **Week One Review.** *Due by Day 7.* Reviews can be useful because they allow you to evaluate your learning of the material. This review assesses your understanding of the topics covered in Week One. The review contains 15 multiple-choice questions. Select the best possible answer for each question. You will be allowed 30 minutes to complete the review. Once you open the review, you must finish it in one sitting. **You may take the review as many times as you like, until you are satisfied with your score.** Read the required resources and review the Instructor Guidance prior to taking the review. Click on the “Begin Quiz” button when you are ready to start this review. When you are finished, click on “Save Answers” and then on “Submit for Grade”.

WEEK TWO

BIOLOGICAL BASIS AND DEVELOPMENT

To be completed during the second week of class.

Overview

Activity	Due Date	Format	Grading Percent
The Brain and Sensation and Perception: Seeing Is Believing?	Day 3 (1 st post)	Discussion	4
Development: Growing up Globally	Day 3 (1 st post)	Discussion	4
Week Two Review	Day 7	Weekly Review	9
Ethics: The Case of the Plagiarized Paragraph	Day 7	Assignment	5

Weekly Learning Outcomes

This week students will

1. Describe the biological basis of behavior and mental processes.
2. Describe development.
3. Relate real-life examples to illustrate course content.
4. Examine individual variation in perceptual experience.
5. Explain cultural differences in perception and development.
6. Apply ethical considerations to a realistic scenario.

Introduction

Week Two focuses on the biological basis of behavior and mental processes, including neuroscience and consciousness in addition to sensation and perception. We will also study development.

Required Resources

Text

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- Chapter 2: The Brain and Consciousness
- Chapter 3: Sensation and Perception
- Chapter 4: Human Development

Articles

Nisbett, R. E., & Masuda, T. (2003). [Culture and point of view](#). *Proceedings of the National Academy of Sciences of the United States of America*, 100(19), 11163-11170. doi:10.1073/pnas.1934527100

- This article discusses cultural differences in perception. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from <http://www.pnas.org/content/100/19/11163.full>
Accessibility Statement does not exist.
Privacy Policy does not exist.

Raeff, C. (2010). Independence and interdependence in children's developmental experiences. *Child Development Perspectives*, 4(1), 31-36. doi: 10.1111/j.1750-8606.2009.00113.x

- This article reviews theoretical perspectives relevant to a cultural study of development. This source will assist with Discussion 2 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University Library.
[Accessibility Statement](#)
[Privacy Policy](#)

Silverman, C. (September 10, 2012). [Journalism's summer of sin marked by plagiarism, fabrication, obfuscation](#). *Poynter*. Retrieved from <http://www.poynter.org/2012/journalisms-summer-of-sin-calls-for-leadership-transparency/187335/>

- This article outlines a series of transgressions committed by various news organizations during the summer of 2012. This source will assist with the Assignment for this week.
Accessibility Statement does not exist.
[Privacy Policy](#)

Multimedia

Balmès, T., & Chabat, A. (Directors and Producers). (2010). *Babies* [Documentary film]. France: Focus Features. Retrieved from <http://digitalcampus.swankmp.com/>

- This video follows four babies from diverse locations throughout their first year of life. This source will assist with Discussion 2 for this week. The full version of this video can be retrieved from the Swank Digital Campus database through the Ashford University Library. This source has accurate closed captioning.

Accessibility Statement does not exist.

Privacy Policy does not exist.

National Geographic. (2015). *Perspective: Brain games (Season 6)* [Video file]. Retrieved from the Films on Demand database.

- This video explores how the brain interprets sensory information. This source will assist with Discussion 1 for this week. The full version of this video can be retrieved from the Films on Demand database through the Ashford University Library. This source has accurate closed captioning and a transcript.

[Accessibility Statement](#)

[Privacy Policy](#)

Plagiarism 2.0: Information ethics in the digital age [Video file]. (2011). In Films On Demand. Retrieved from the Films on Demand database.

[Accessibility Statement](#)

[Privacy Policy](#)

Supplemental Materials

American Psychological Association. (2010). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/). Retrieved from <http://www.apa.org/ethics/code/>

- This document outlines standards of practice. This source will assist with the Assignment for this week.

[Accessibility Statement](#)

[Privacy Policy](#)

Turnitin. (2012). [The plagiarism spectrum: Tagging 10 types of unoriginal work](http://www.turnitin.com/assets/en_us/media/plagiarism_spectrum.php). Retrieved from http://www.turnitin.com/assets/en_us/media/plagiarism_spectrum.php

- This document identifies and illustrates various forms of plagiarism. This source will assist with the Assignment for this week.

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Recommended Resources

Article

Shweder, R. A., Jensen, L. A., & Goldstein, W. M. (1995). [Who sleeps by whom revisited: A method for extracting the moral goods implicit in practice](#). In J. J. Goodnow, P. J. Miller, & F. Kessel (Eds.) *New Directions for Child Development: Contextualizing Development: A Practice Perspective*, 67, 21-39.

- This article reviews cross-cultural research regarding sleeping arrangements. This source will assist with Discussion 2 for this week. The full-text version of this article can be retrieved from https://humdev.uchicago.edu/sites/humdev.uchicago.edu/files/uploads/shweder/1995--Who%20Sleeps%20by%20Whom%20Revisited%20-%20A%20Method%20for%20Extracting%20the%20Moral%20Goods%20Implicit%20in%20Practice_with%20Balle-Jensen%20and%20Goldstein.PDF
Accessibility Statement does not exist.
Privacy Policy does not exist.

Multimedia

Eagleman, D. (2015, March). [David Eagleman: Can we create new senses for humans?](#) [Video file]. Retrieved from https://www.ted.com/talks/david_eagleman_can_we_create_new_senses_for_humans?language=en

- This presentation contains an overview of how biology impacts perception of sensory experiences. This source will assist with Discussion 1 for this week.
Accessibility Statement does not exist.
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Website

[Brain Games](#) (<http://braingames.nationalgeographic.com/>)

- This website contains evaluative tools for making sense of the mind. This source will assist with your overall comprehension of the brain.
[Accessibility Statement](#)
[Privacy Policy](#)

Web Page

BBC. (September 17, 2014). [Science: Human body & mind](#). Retrieved from <http://www.bbc.co.uk/science/humanbody/mind/>

- This web page contains evaluative tools for making sense of the mind. This source provides the opportunity to apply material to your own experiences.
[Accessibility Statement](#)

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **The Brain, Sensation, and Perception: Seeing Is Believing? 1st Post Due by Day 3.** To prepare for this discussion, please read Chapters 2 and 3 of your textbook. In addition, watch *Perspective: Brain Games (Season 6)* and the [Charlie Chaplin Optic Illusion](#) and read “[Culture and Point of View](#)”. Additionally, review the weekly Instructor Guidance and any relevant Announcements. In this discussion, you will consider the important role the brain plays in perceiving sensory information by describing perception, examining individual experience, recognizing cultural differences, and applying this content to your own life experiences.

The brain is a marvelous tool that helps us interpret the many experiences we encounter on a daily basis. Yet, our perception may be vastly different than the reality of the sensory cues we receive.

- Watch *Perspective: Brain Games (Season 6)*, which explores the way in which the brain actively constructs reality. In addition, view the [Charlie Chaplin Optic Illusion](#).
- Read “[Culture and Point of View](#)”.
- Discuss perception. In your discussion, include the following:
 - Distinguish between “sensation” and “perception”. Identify some of the major structures in the brain that are responsible for these processes.
 - Identify some of the important cues the brain uses to make sense of the world.
 - Examine why the brain sometimes perceives things differently than they actually are. Point out an example other than those given in the required sources for the week.
 - Indicate possible cultural explanations for differences in perceptual experience based on your resources and your experiences (see “[Culture and Point of View](#)”).
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer

responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following questions in your responses:

- How are your experiences similar to or different than those offered by your peers? Can you offer additional examples?
- Can you think of any cultural influences that might affect sensation and perception?
- How might damage to different parts of the brain impact various processes related to sensation and perception?

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

2. **Development: Growing up Globally.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 4 of your textbook. In addition, watch *Babies* and read "Independence and Interdependence in Children's Developmental Experiences". You must also find one scholarly article to inform your thinking (see instructions below). Finally, review Instructor Guidance and Announcements. In this discussion, you will consider development across cultures by describing mainstream and (cross) cultural research and applying content to your own life. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Developmental psychologists study physical, cognitive, and social changes from womb to tomb. One point of contention amongst developmentalists concerns the relative influence of nature (i.e., biological inheritance) versus nurture (i.e., environmental affordance). In this discussion, you will consider these issues.

- Watch *Babies*, which follows four babies in different geographical locations (USA, Tokyo, Namibia, and Mongolia) for the first year of their lives, documenting the vastly different worlds these children occupy. Note the many developmental milestones that people around the world will meet regardless of cultural

context. Consider the great impact different environments might have on various aspects of development: nutrition and physical development, childcare arrangements and social development, parenting styles and emotional development, educational practices and cognitive development, just to name a few.

- Select any one concept from developmental psychology. You may choose something you noted from the video or something else entirely, even from a different age range. Possibilities include (but are not limited to) the following: attachment (e.g., Harlow), temperament, parenting styles, moral development (e.g., Kohlberg), cognitive development (e.g., Piaget), psychosocial development (e.g., Erikson), adolescence (e.g., Marcia), gender development, education, child or elderly care, feeding practices, play, and so on. Pick something that interests you. (As an example to illustrate this discussion assignment, a student could choose the concept of “sleeping arrangements”; however, please note that you may not choose this as your topic.).
- Locate a [scholarly article](#) examining this concept/developmental pattern from a cultural or cross-cultural perspective.
 - On the library homepage, click on the **Advanced Search** link, found under the search box. In the first search box, enter a keyword or key phrase relating to the concept you have selected. In the second search box, enter the word **culture**.
 - For tips on generating keywords, watch this library tutorial: [Keywords are Critical](#).
 - Below the search boxes, look for the **Limit your results** section and select **Limit to Full Text** and **Limit to Scholarly/Peer Reviewed**.
 - Then, click **Search**.
- Read “Independence and interdependence in children’s developmental experiences”.
- Discuss development. In your discussion, include the following:
 - Describe the developmental stage/concept/issue, providing a definition and explanation. What do we know about this developmental topic? (Following the selected example to illustrate this discussion assignment, consider American sleeping practices and ideals.).
 - Based on the article(s) you located (and, if relevant, the video you watched), distinguish mainstream psychological knowledge about development with knowledge from a cultural perspective. How does culture provide additional insight on this topic? (Following the selected example to illustrate this discussion assignment, consider Indian sleeping practices and ideals.).
 - Formulate plausible explanations for cultural differences. Why does this stage/concept/issue differ depending upon culture? (Following the selected example to illustrate this discussion assignment, consider cultural ideals of independence and interdependence; see also Raeff, 2010.).

- Explain the value in cultural awareness with regard to development.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a concept other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following questions in your responses:

- What are some ethical considerations that might be relevant when conducting cross-cultural research on the topic your peer selected?
- How do your experiences relate to the concept your peer identified?
- Can you think of any alternate interpretations of the cultural differences your peer described?

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posted to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

Weekly Review

1. **Week Two Review.** *Due by Day 7.* Reviews can be useful because they allow you to evaluate your learning of the material. This review assesses your understanding of the topics covered in Week Two. The review contains 45 multiple-choice questions. Select the best possible answer for each question. You will be allowed 90 minutes to complete the review. Once you open the review, you must finish it in one sitting. You may take the review as

many times as you like, until you are satisfied with your score. Read the required resources and review the Instructor Guidance prior to taking the review. Click on the “Begin Quiz” button when you are ready to start this review. When you are finished, click on “Save Answers” and then on “Submit for Grade”.

Assignment

1. **Ethics: The Case of the Plagiarized Paragraph.** *Due by Day 7.* To prepare for this assignment, please read [*Ethical Principles of Psychologists and Code of Conduct*](#) and “[Journalism’s Summer of Sin Marked by Plagiarism, Fabrication, Obfuscation](#)”. Finally, review Instructor Guidance and Announcements.

The American Psychological Association has adopted a code of ethics, the [*Ethical Principles of Psychologists and Code of Conduct*](#). In addition to governing the behavior of professionals, the five general principles and ten specific ethical standards contained in this code of ethics extend to all those who study or practice psychology. In academia, perhaps the most relevant ethical breach occurs in the context of plagiarism, which involves taking credit for someone else’s work (thoughts, words, etc.). Unfortunately, this practice can and does occasionally occur outside the classroom too (See the chronology in “[Journalism’s Summer of Sin Marked by Plagiarism, Fabrication, Obfuscation](#)”). Although most people recognize word-for-word copy and paste presentation of work constitutes an act of dishonesty, a variety of additional practices may be construed as plagiarism as well. Review “[The plagiarism spectrum: Tagging 10 types of unoriginal work](#)” and watch the video “Plagiarism 2.0: Information Ethics in the Digital Age”.

A common mistake concerning ethics is the application of [paraphrasing](#). When a writer, researcher, or student paraphrases, (s)he is expressing the meaning of what (s)he has read using his or her own words. It is an especially important skill for students to acquire. With accurately applied and properly cited paraphrasing, students and other writers can avoid the consequences of plagiarism. Learning how to paraphrase correctly can also help one avoid the appearance of presenting a series of direct quotes. This important skill builder is designed to help you achieve success in this area throughout your academic experience, as well as in your current and future careers.

Thus, in this activity, you will apply ethical considerations by relating course content to a realistic scenario.

- First, locate a [scholarly article](#) in the Ashford Library. This source can be on any topic you choose. You may wish to utilize recommended articles for this course, or you may instead locate an article that includes information that aligns with your own interests.

- Next, copy and paste either the abstract or one paragraph from the body of your selected article into your paper with the heading “Original Work”.
- Then, write a paragraph in which you [paraphrase](#) under the heading “Paraphrased Paragraph”.
 - Be sure to avoid the common mistakes outlined by [Turnitin](#).
 - Apply [in-text citations](#) appropriately.
 - Remember to include a separate reference page with the full citation information for your selected article, formatted according to [APA guidelines](#).
- Then, reflect on this topic using your own [academic voice](#) and applying [in-text citations](#). Relate your thoughts under the heading “Reflection”. In your reflection (4-5 paragraphs), address the following:
- Illustrate how plagiarism, even when unattended, violates the ethical responsibility of a psychology student or professional.
 - Predict potential consequences to other persons (e.g., research participants, patients, clients, students, etc.) when this violation occurs.
 - Apply this knowledge to your own personal area of interest as identified in the Introduction Discussion. What additional ethical concerns are or will be especially relevant to you given your aspirations?

The Assignment

- Must be at least two to three double-spaced pages in length (not including title and references pages) and formatted according to [APA style](#) as outlined in the [Ashford Writing Center](#).
- Must include a separate [title page](#) (APA style) that includes the following:
 - A header
 - Title of paper
 - Student’s name
 - Course name and number
 - Instructor’s name
 - Date submitted
- Must begin with an [introductory paragraph](#) that has a succinct [thesis statement](#).
- Must utilize [academic voice](#).
- Must [paraphrase](#) material, avoiding direct quotes.
 - For more information about how to synthesize your writing, please visit the [Ashford Writing Center](#).

- Must address the topic with critical thought.
- Must end with a [conclusion](#) that reaffirms the thesis.
- Must use, at minimum, the APA Code of Ethics and the chosen article as sources. Additional scholarly sources are encouraged. Be sure to [integrate your research](#) smoothly rather than simply inserting it.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document all sources in APA style as outlined [here](#) and [here](#)
- Must include a separate [reference page](#) that is formatted according to APA style.
- Must be submitted to [Grammarly](#) for review and correction prior to submitting.

Submitting to Grammarly:

Grammarly is your personal editor that can act as that second set of eyes and catch those errors before you submit your assignment. It takes approximately 5 minutes to set up an account and after that, you simply download your written submission and wait for the magic. This service is open 24/7, for you night owls hoping for a final proofread before submitting your work. Grammarly will then provide you with a detailed roadmap for improvement.

To set up your free Grammarly account:

- Go to <https://www.grammarly.com/edu>
- Click on “Sign Up”
- Enter your personal information and click “sign up”
- Then enter the access code: **Ashfordstudent**

To use Grammarly:

- Go to <https://app.grammarly.com/> (and log in if needed).
- Click on “Upload” (located under “New”) and upload your paper.
- Grammarly will scan your paper for errors and issues.
- To read about the errors Grammarly found, click on the ▼ expand button.
- To accept Grammarly’s suggestion, click on the green wording suggestion (if applicable).
- To ignore Grammarly’s suggestion, click on the “x” or the “ignore” button.
- Finally, once you have made all of your corrections, click on the ↓ downward arrow icon in the left navigation pane and select “Download.” This will create a Word document with your corrections. Note:

You might have to remove or delete any lingering track changes or comment bubbles before submitting your paper.

WEEK THREE

COGNITIVE BASIS

To be completed during the third week of class.

Overview

Activity	Due Date	Format	Grading Percent
Learning: Classroom of Life	Day 3 (1 st post)	Discussion	4
Intelligence: Street Smarts	Day 3 (1 st post)	Discussion	4
Week Three Review	Day 7	Weekly Review	6
Annotated Bibliography: Seeking the Truth	Day 7	Assignment	10

Weekly Learning Outcomes

This week students will

1. Describe the cognitive basis of behavior and mental processes.
2. Relate real-life examples to illustrate course content.
3. Apply ethical considerations in the application of operant conditioning.
4. Explain cultural influences on intelligence.
5. Locate theory and research regarding a commonly held belief.
6. Examine a commonly held belief.

Introduction

Week Three focuses on the cognitive basis of behavior and mental processes, including learning, language, and cognition, in addition to memory and intelligence.

Required Resources

Text

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- Chapter 5: Learning, Language, and Cognition
- Chapter 6: Memory and Intelligence

E-book

Gardner, H. (2006). *Multiple intelligences: New horizons*. Retrieved from <http://www.ebrary.com/corp/>

- This book examines various types of intelligence. This source--particularly, Chapter 1: *In a nutshell* (pp. 3-24) and Chapter 10: *Assessment in context: The alternative to standardized testing* (pp. 167-192)--will assist with Discussion 2 for this week. The full-text version of this e-book can be retrieved from the EBSCOhost database through the Ashford University.

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Articles

Sternberg, R. J. (2002). [Cultural explorations of human intelligence around the world](#). *Online Readings in Psychology and Culture*, (Unit 4). <http://dx.doi.org/10.9707/2307-0919.1035>

- This article applies a cultural perspective to the triarchic theory of intelligence. This source will assist with Discussion 2 for this week. The full-text version of this article can be retrieved from <http://scholarworks.gvsu.edu/orpc/vol4/iss3/1/>

[Accessibility Statement](#)

Privacy Policy does not exist.

Multimedia

Classical and operant conditioning [Video file]. (1996). Retrieved from the Films on Demand database.

- This video distinguishes classical and operant conditioning, describing many important concepts. This source will assist with Discussion 1 for this week. The full version of this video can be retrieved from the Films on Demand database through the Ashford University Library.

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Supplemental Materials

Anderson, S. L. (2016). PSY101 annotated bibliography template. [Template]. College of Health, Human Services, and Science. Ashford University: Clinton, IA.

- This template will guide students through the steps required to complete the annotated bibliography successfully.

Recommended Resources

Article

DiGennaro Reed, F. D., & Lovett, B. J. (2008). Views on the efficacy and ethics of punishment: Results from a national survey. *International Journal of Behavioral Consultation and Therapy*, 4(1), 61-67. doi: <http://dx.doi.org.proxy-library.ashford.edu/10.1037/h0100832>

- This article examines beliefs about ethical concerns relevant to punishment. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University.

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Multimedia

Andover, P. (2013, March 7). [The difference between classical and operant conditioning](#). [Video file]. Retrieved from <https://www.youtube.com/watch?v=H6LEcM0E0io>

- This video presents the basic principles of classical and operant conditioning, distinguishing the two. This source will assist with Discussion 1 for this week. (4:12)

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flactemb. (2013, February 19). [Pavlovs dogs](#). [Video file]. Retrieved from <https://youtu.be/asmXyJaXBC8>

- This video is a reenactment of Ivan Pavlov's seminal study, identifying the various elements of classical, Pavlovian (i.e., respondent) conditioning. This source will assist with Discussion 1 for this week. (3:02)

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jenningh. (2007, March 20). [Operant conditioning](#). [Video file]. Retrieved from https://www.youtube.com/watch?v=I_ctJqJlrHA

- This video features a brief interview with B. F. Skinner discussing operant conditioning, specifically schedules of reinforcement. This source will assist with Discussion 1 for this week. (3:57)

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Web Page

BBC. (September 17, 2014). [Science: Human body & mind](http://www.bbc.co.uk/science/humanbody/mind/). Retrieved from <http://www.bbc.co.uk/science/humanbody/mind/>

- This website contains evaluative tools for making sense of the mind. This source provides the opportunity to apply material to your own experiences.

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Discussions

Participate in the following discussions:

1. **Learning: Classroom of Life.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 5 of your textbook. In addition, watch *Classical and Operant Conditioning*. Finally, review Instructor Guidance and Announcements. In this discussion, you will consider learning from a psychological perspective by explaining operant conditioning and applying it to a real-life scenario. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

- Watch *Classical and Operant Conditioning*, which distinguishes between classical and operant conditioning by describing many important concepts.
- Discuss learning. In your discussion, include the following:
 - Describe operant conditioning.
 - Select one of the following situations from everyday life in which learning (i.e. a relatively permanent change in behavior) is desirable.
 - Margot wants her husband, Todd, to stop leaving his dirty laundry on the floor.
 - Coach K wants to increase his basketball players' free throw percentages.
 - Mr. Moore wants his dog to stop jumping up on visitors.
 - Biggs Boss wants his employees to arrive on time.
 - Mrs. O'Neill wants her preschoolers to raise their hands before speaking.
 - Joe wants his son to earn good grades.
 - Jack wants his girlfriend, Jill, to show more affection.
 - Marty wants his friend, Dave, to stop smoking.
 - *Insert your own situation:* _____

- Prepare a behavior modification plan in which you effectively utilize operant conditioning principles to change the behavior of the targeted individual(s).
 - Clearly identify and describe suitable reinforcers or punishers to attain your desired outcome.
 - Example: If I want my son to eat his vegetables (i.e., increase a desired behavior), I could do several things.
 - If he **eats his vegetables**, I could apply a *positive reinforcer* by adding something he does like, such as screen time; alternatively, I could apply a *negative reinforcer* by taking away something he does not like, such as one of his weekly chores.
 - If he **does not eat his vegetables**, I could apply a *positive punisher* by adding something he does not like, such as a new weekly chore; alternatively, I could apply a *negative punisher* by taking away something he does like, such as screen time.
 - Defend your use of reinforcement and/or punishment as applied to the scenario. Why did you choose it? Why do you expect it to work?
 - Apply your knowledge of ethical considerations as relevant to operant conditioning.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose an option other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following in your responses:

- Review the suggestions provided by your peer and provide useful input on the potential effectiveness.

- Discuss other strategies that align with operational conditioning that could also sculpt the behavior in your peer's choice of scenario. Would classical conditioning be effective? Does observational learning play a role in this behavior?

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

2. **Intelligence: Street Smarts.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 6 of your textbook. In addition, read "Chapter 1: In a nutshell" (pp. 3-24) and "Chapter 10: Assessment in context: The alternative to standardized testing" (pp. 167-192) as well as "[Cultural explorations of human intelligence around the world](#)". Finally, review Instructor Guidance and Announcements. In this discussion, you will consider theories of intelligence. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

- Read "[Cultural explorations of human intelligence around the world](#)" (Sternberg (2002)).
- Select a famous person (or fictional character) who you believe epitomizes *successful intelligence* as outlined in the textbook and assigned readings.
 - Choose and describe specific characteristics or behaviors of this person that support your selection with regard to analytical, creative, and practical abilities.
- Explain how both nature and nurture (including social and cultural factors) may have played a role in the development of this individual's intelligence.
- Read "Chapter 1: In a nutshell" (pp. 3-24) and "Chapter 10: Assessment in context: The alternative to standardized testing" (pp. 167-192).
- Relate whether the theory of multiple intelligences might better characterize your selected individual.
- Predict whether this person would do well on a standard intelligence test, based on what you have read. Give examples of alternate means of measuring intelligence.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by

Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a person (or fictional character) other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following in your responses:

- Express your belief regarding the divergent theories and the individual your peer identified and give examples to support your view.
 - Regarding successful intelligence, does he or she clearly exhibit the associated characteristics of the analytical, practical, and creative components? Would this individual meet the definition of successful intelligence in a different context (i.e., are his/her skills culturally relative or would they be universally applicable)?
 - Regarding multiple intelligences, does he or she clearly exhibit the main characteristics of the identified intelligence? Would his or her occupation fit well?

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

Weekly Review

1. **Week Three Review.** *Due by Day 7.* Reviews can be useful because they allow you to evaluate your learning of the material. This review assesses your understanding of the topics covered in Week Three. The review contains 30 multiple-choice questions. Select the best possible answer for each question. You will be allowed 60 minutes to complete the review. Once you open the review, you must finish it in one sitting. You may take the review as many times as you like, until you are satisfied with your score. Read the required resources and review the Instructor Guidance prior to taking the review. Click on the "Begin Quiz" button when you are ready to start this review. When you are finished, click on "Save Answers" and then on "Submit for Grade".

Assignment

1. **Annotated Bibliography, Introduction, and Summary Paragraph: Seeking the Truth** *Due by Day 7*. The summative assignment for this course is a Final Paper, which is due in Week 5. To ensure proper preparation for this cumulative work and provide you with an opportunity for some initial feedback and guidance, you will prepare an annotated bibliography and an introduction this week. In addition, you will prepare a paragraph that includes any questions (etc.) you may have about the Final Paper.

Part I: The Annotated Bibliography: An [annotated bibliography](#) is a list of relevant scholarly works along with a descriptive and evaluative summary of each. Your annotated bibliography will relate information relevant to your analysis of the selected option provided for the Final Paper. Utilize the provided template. To view an example annotated biography [click here](#).

- First, review the instructions for the Final Paper, which are located in Week 5 of the course. See also relevant Instructor Guidance and Announcements.
- Select a topic from the approved list.
- Locate a minimum of five relevant scholarly sources that will inform your understanding of the issue that you have chosen from the Ashford Library.
 - Create a list of references and thoroughly read each article.
 - Before beginning your writing, verify the [scholarly nature](#) of the articles you have chosen.
- [Summarize](#) each of your sources, appraising the information relevant to your chosen topic (two to three paragraphs). Use your own [academic voice](#) and apply [in-text citations](#). Be sure to consider the following information for each of your selected sources:
 - Include a description and critical analysis of the content (e.g., unique information, findings, strengths/weaknesses, biases, limitations, overall conclusions).
 - Include a succinct illustration of the relevance of this particular article to the topic you have chosen.

Part II: The Introduction and Summary Paragraphs

- Articulate the information you have learned from your review of the literature in the annotated bibliography by outlining an [introduction](#) that previews the paper and concludes with a clear [thesis statement](#).

- Lastly, as a conclusion, compose an overall summary paragraph with questions you have, additional directions you plan to explore through your research, initial thoughts about the final paper, and any problems you are encountering or think you might encounter.

The Annotated Bibliography

- Must be at least three to five double-spaced pages in length (not including title and references pages) and formatted according to [APA style](#) as outlined in the [Ashford Writing Center](#).
- Must include a separate [title page](#) with the following:
 - A header
 - Title of paper
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted
- Must begin with an [introductory paragraph](#) that has a succinct [thesis statement](#).
- Must utilize [academic voice](#).
- Must [paraphrase](#) material, avoiding direct quotes.
 - Minimal quotes are used within the writing. (No more than 2-3 sentences.). For more information about how to synthesize your writing, please visit the [Ashford Writing Center](#).
- Must address the topic with critical thought.
- Must include an overall summary paragraph including the required elements.
- Must use at least five peer-reviewed scholarly sources. Additional scholarly sources are encouraged. Be sure to [integrate your research](#) smoothly rather than simply inserting it.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document all sources in APA style as outlined [here](#) and [here](#).
- Must include a separate [reference page](#) that is formatted according to APA style.
- Must be submitted to [Grammarly](#) for review and correction prior to submitting.

Location: Left Tab “Writing Center” in your course (See Week 2 Assignment for instructions how to access.) If you encounter any problems or technical issues, please contact: support@grammarly.com.

WEEK FOUR

THE PERSON AND THE SITUATION

To be completed during the fourth week of class.

Overview

Activity	Due Date	Format	Grading Percent
Social Psychology: Media Matters	Day 3 (1 st post)	Discussion	4
Personality: One of a Kind	Day 3 (1 st post)	Discussion	4
Week Four Review	Day 7	Weekly Review	6

Weekly Learning Outcomes

This week students will

1. Describe internal (personality) and external (social) influences on behavior and mental processes.
2. Relate real-life examples to illustrate course content.
3. Examine implications of media portrayals of gender.
4. Explain the impact of culture on the person and the situation.
5. Discriminate variation in personality.

Introduction

Week Four focuses on the person and the situation. We begin with an exploration of external, social influences on behavior and mental processes. We will then consider the influence of internal factors via personality.

Required Resources

Text

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- Chapter 8: Social Psychology
- Chapter 9: Personality

Article

Kwan, V. S. Y., & Hermann, S. D. (2015). The interplay between culture and personality. In *APA handbook of personality and social psychology, Volume 4: Personality processes and individual differences*, 553-574. Washington, DC, US: American Psychological Association. doi:10.1037/14343-025

- This article considers the impact of culture on personality. This source will assist with Discussion 2 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University.

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Multimedia

ChallengingMedia. (2006, October 4). [Tough Guise: Violence, media & the crisis in masculinity](#) [Video file]. Retrieved from <https://www.youtube.com/watch?v=3exzMPT4nGI>

- This video examines the portrayal of men in the media and the resulting effects on masculine identity, exploring implications. This source will assist with Discussion 1 for this week.

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Kilbourne, J. (2014, May 8). [Jean Kilbourne: The dangerous ways ads see women](#) [Video file]. Retrieved from <https://www.youtube.com/watch?v=Uy8yLaoWybk>

- This video examines the portrayal of women in advertising and the resulting effects on feminine identity, exploring implications. This source will assist with Discussion 1 for this week. This source has accurate closed captioning and a transcript.

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Robert Short. (2012, March 28). *D3E23: Bringing up monkey* [Video file]. Retrieved from <https://www.youtube.com/watch?v=yI9O5C4XsxA>

- This video examines the portrayal of men in the media and the resulting effects on masculine identity, exploring implications. This source will assist with Discussion 1 for this week. This source has accurate closed captioning and a transcript.

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Web Page

[International Personality Item Pool Representation of the NEO PI-R™](#). Retrieved from

<http://www.personal.psu.edu/~j5j/IPIP/>

- This website contains the Holmes-Rahe Stress Inventory, an evaluative tool for determining your stress level. This source will assist with Discussion 1 for this week.

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Recommended Resources

Articles

American Psychological Association, Task force on the sexualization of girls. (2007). [Report of the APA Task Force on the sexualization of girls](#). Retrieved from <https://www.apa.org/pi/women/programs/girls/report-full.pdf>

- This report considers the impact of media portrayals of girls on health and well-being. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the <https://www.apa.org/pi/women/programs/girls/report-full.pdf>

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Bissell, K., & Rask, A. (2010). Real women on real beauty: Self-discrepancy, internalization of the thin ideal, and perceptions of attractiveness and thinness in Dove's Campaign for Real Beauty. *International Journal of Advertising*, 29(4), 643-668. doi:10.2501/S026S048710201385

- This article considers the impact of media portrayals of girls and women on beliefs about attractiveness (e.g., body image). This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University.

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Bushman, B. J., Gollwitzer, M., & Cruz, C. (2015). There is broad consensus: Media researchers agree that violent media increase aggression in children, and pediatricians and parents concur. *Psychology of Popular Media Culture*, 4(3), 200-214. doi:10.1037/ppm0000046

- This article considers the impact of violent media on aggressive behavior. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University.

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Davidson, M. M., & Gervais, S. J. (2015). Violence against women through the lens of objectification theory. *Violence Against Women*, 21(3), 330-354. doi:10.1177/1077801214568031

- This article outlines implications of the sexualization of girls in the media. This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the Sage database through the Ashford University.

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Morrison, T. G., & Halton, M. (2009). Buff, tough, and rough: Representations of muscularity in action motion pictures. *The Journal of Men's Studies*, 17(1), 57-74.

- This article considers the impact of media portrayals of men on beliefs about attractiveness (e.g., body image). This source will assist with Discussion 1 for this week. The full-text version of this article can be retrieved from the EBSCOhost database through the Ashford University.

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Multimedia

Amy Bell. (2012, September 24). [Women and advertising](#) [Video file]. Retrieved from https://www.youtube.com/watch?v=n-08qnL_Okw

- This video examines the portrayal of women in advertising and the resulting effects on feminine identity, exploring implications. This source will assist with Discussion 1 for this week.

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david sosin. (2015, March 18). [Tough guise – Violence media and the crisis in masculinity](#) [Video file]. Retrieved from https://www.youtube.com/watch?v=PS_0qCEsapI

- This video examines the portrayal of men in the media and the resulting effects on masculine identity, exploring implications. This source will assist with Discussion 1 for this week.

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Web Page

BBC. (September 17, 2014). [Science: Human body & mind](http://www.bbc.co.uk/science/humanbody/mind/). Retrieved from

<http://www.bbc.co.uk/science/humanbody/mind/>

- This website contains evaluative tools for making sense of the mind. This source provides the opportunity to apply material to your own experiences.

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Discussions

Participate in the following discussions:

1. **Social Psychology: Media Matters.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 5 of your textbook. In addition, watch [Jean Kilbourne: The dangerous ways ads see women](#) and [Tough Guise: Violence, media & the crisis in masculinity](#). You must also find one scholarly article to inform your thinking (see instructions below). Finally, review Instructor Guidance and any relevant Announcements. In this discussion, you will consider the influence of social factors on individual mental processes and behavior. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

- Watch [Jean Kilbourne: The Dangerous Ways Ads See Women](#) (Jean Kilbourne, 2014), which examines the portrayal of women in advertising and the resulting effects on feminine identity, and [Tough Guise: Violence, Media & the Crisis in Masculinity](#) (ChallengingMedia, 2006), which examines the portrayal of men in the media and the resulting effects on masculine identity.
- Locate a [scholarly article](#) examining a relevant phenomenon in relation to media and gender (e.g., when considering women in advertising, self-esteem, objectification, body shame, or perceptions of attractiveness might be particularly relevant; when considering men in the media, aggression might be particularly relevant; for both, attitudes and gender roles are relevant themes). See the recommended articles for this week for some options.
- Focus on women or men for your discussion, depending on the relevant phenomenon you considered in your research above. (You will address the opposite in your replies.).
- Examine the implications of media portrayals of women or men, given the videos you watched and the article you read. In your discussion, include the following:

- Explain how stereotypes, prejudice, and/or discrimination are impacted by media portrayals of women or men.
- Interpret the implications:
 - For a woman (if you explored the portrayal of women) *or* for a man (if you explored the portrayal of men): how might the portrayal of women (men) impact the behavior and/or mental processes of women (men)? Support your interpretation with citations.
 - For a woman (if you explored the portrayal of men) *or* for a man (if you explored the portrayal of women): how does the portrayal of women (men) impact the behavior and/or mental processes of men (women)? Support your interpretation with citations.
- Relate additional phenomena in American culture that that may be especially relevant to a discussion of social attitudes regarding gender.
- Give an example of an advertisement or media program (other than one presented in the required videos) that you believe might impact attitudes. Explain the relevance and point out specific elements that illustrate.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose an option other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following in your responses:

- Share your own experiences that are relevant to the phenomenon your peer described.
- Relate cultural differences you have observed with regard to an understanding of gender roles (femininity, masculinity, etc.).

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

2. **Personality: One of a Kind.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 5 of your textbook. In addition, complete the [International Personality Item Pool Representation of the NEO PI-R™](#), watch [Bringing up Monkey](#), and read “The Interplay between culture and personality”. Finally, review Instructor Guidance and relevant Announcements. In this discussion, you will consider personality. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Personality psychology explores individual differences: what characteristics make you different, unique, and... well, *you*?

- Complete the [International Personality Item Pool Representation of the NEO PI-R™](#) (either the short or long version).
 - Explain the five domains of personality.
 - Interpret your score, noting aspects of the assessment that are interesting to you.
 - Illustrate each dimension of your personality with personal examples.
- Watch [Bringing up Monkey](#) and read “The Interplay between culture and personality”.
 - Differentiate between malleable versus rigid elements of personality.
 - Relate elements of your own personality that may be particularly impacted by social and cultural contexts that you have experienced.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following in your responses:

- Suggest an alternate approach to personality (e.g., psychoanalytic, social-cognitive, or humanistic). How might this different approach explain your peer's personality characteristics?
- Consider the impact of social and cultural forces on the development of your peer's personality traits.

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

Weekly Review

1. **Week Four Review.** *Due by Day 7.* Reviews can be useful because they allow you to evaluate your learning of the material. This review assesses your understanding of the topics covered in Week Four. The review contains 30 multiple-choice questions. Select the best possible answer for each question. You will be allowed 60 minutes to complete the review. Once you open the review, you must finish it in one sitting. You may take the review as many times as you like, until you are satisfied with your score. Read the required resources and review the Instructor Guidance prior to taking the review. Click on the "Begin Quiz" button when you are ready to start this review. When you are finished, click on "Save Answers" and then on "Submit for Grade".

WEEK FIVE

MENTAL AND PHYSICAL HEALTH

To be completed during the fifth week of class.

Overview

Activity	Due Date	Format	Grading Percent
Motivation, Emotions, and Health: Stressed Out?	Day 3 (1 st post)	Discussion	4
Psychological Disorders and Therapies: Doctor for a Day	Day 3 (1 st post)	Discussion	4
End of Course Survey	Day 7	End of Course Survey	0.5
Week Five Review	Day 7	Weekly Review	6
Fact or Fiction?	Day 7	Final Paper	15

Weekly Learning Outcomes

This week students will

1. Describe mental and physical health.
2. Relate real-life examples to illustrate course content.
3. Plan ways to effectively manage stress.
4. Analyze disordered behavior.
5. Explain how cultural and social diversity might influence the perception and experience of health.
6. Locate theory and research regarding a commonly held belief.
7. Examine a commonly held belief.

Introduction

Week Five concludes the course with a focus on mental and physical health. We will explore motivation and emotion, health, and psychological disorders and therapies.

Required Resources

Text

LeFrancois, G. (2016). *Psychology: The human puzzle* (2e). [Electronic version]. Retrieved from <https://content.ashford.edu/>

- Chapter 7: Motivation, Emotions, and Health
- Chapter 10: Psychological Disorders and Therapies

E-books

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

- The *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) (DSM-5) is a handbook used by mental health care professionals to assist with the diagnosis of mental disorders. This source will assist with Discussion 2 for this week. The full-text version of this e-book can be retrieved from the DSM Library database through the Ashford University Library.

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Snyder, C. R., & Pulvers, K. M. (2001). Dr. Seuss, the coping machine, and “Oh, the Places You’ll Go”. In Snyder, C. R. (Ed.) *Coping with Stress* (3-29). Cary, US: Oxford University Press (US).

doi:10.1093/med:psych/9780195130447.003.0001

- This chapter presents a model for coping with stress. This source will assist with Discussion 1 for this week. The full-text version of this e-book can be retrieved from the ebrary database through the Ashford University Library.

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Article

Davis, T. (2009). [Conceptualizing psychiatric disorders using “Four D’s” of diagnoses](#). *The Internet Journal of Psychiatry*, 1(1), 1-4. Retrieved from <http://ispub.com/IJPSY/1/1/5049>

- This article summarizes the “Four D’s” utilized by practitioners when assessing potentially disordered behavior. This source will assist with Discussion 1 for this week.

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Multimedia

Stress: Portrait of a killer [Documentary film]. (2008). France: Focus Features. Retrieved from the Films on Demand database.

- This video discusses the effects of stress and reveals insight for coping. This source will assist with Discussion 1 for this week. The full version of this video can be retrieved from the Films on Demand database through the Ashford University Library. This source has accurate closed captioning and a transcript.

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Web Pages

American Psychological Association: Society of Clinical Psychology. (2013). [Research-Supported Psychological Treatments](#). [Website]. Retrieved from <https://www.psychologicaltreatments.org/>

- This website provides information and resources about effective treatments for various psychological disorders. This source will assist with Discussion 2 for this week.

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The American Institute of Stress. (n.d.). [Holmes-Rahe Stress Inventory](#). Retrieved from <http://www.stress.org/holmes-rahe-stress-inventory/>

- This website contains the Holmes-Rahe Stress Inventory, an evaluative tool for determining your stress level. This source will assist with Discussion 1 for this week.

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Recommended Resources

Article

Lilienfeld, S. O. (2007). [Psychological treatments that can cause harm](#). *Perspectives on Psychological Science*, 2(1), 53-70. Retrieved from [http://www3.nd.edu/~ghaefel/Lilienfeld%20\(2007\).pdf](http://www3.nd.edu/~ghaefel/Lilienfeld%20(2007).pdf)

- This classic article considers factors relevant to determining potentially harmful therapies (PHTs), identifying and describing several PHTs. This source will assist with Discussion 2 for this week.

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Web Page

BBC. (September 17, 2014). [Science: Human body & mind](http://www.bbc.co.uk/science/humanbody/mind/). Retrieved from <http://www.bbc.co.uk/science/humanbody/mind/>

- This website contains evaluative tools for making sense of the mind. This source provides the opportunity to apply material to your own experiences.

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Discussions

Participate in the following discussions:

1. **Motivation, Emotions, and Health: Stressed Out?. 1st Post Due by Day 3.** To prepare for this discussion, please read Chapter 7 of your textbook. Watch *Stress: Portrait of a Killer*, read “Dr. Seuss, the Coping Machine, and ‘Oh, the Places You’ll Go’” and complete the [Holmes-Rahe Stress Inventory](#) (The American Institute of Stress, n.d.). Finally, review Instructor Guidance and Announcements. In this discussion, you will consider psychological explanations and solutions for stress by examining your own stress level and relating strategies to combat stressors in your own life. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.
 - Watch *Stress: Portrait of a Killer*, which discusses the effects of stress and reveals insight for coping.
 - Summarize the information you learned about stress and health, including emotional and motivational factors as presented in the video.
 - Describe how stress impacts physical and mental health.
 - Read “Dr. Seuss, the Coping Machine, and ‘Oh, the Places You’ll Go’”
 - Identify variables that influence the appraisal of a stressor as a challenge or threat.
 - Generate various factors that may influence one’s ability to cope with stress, such as perceived control, optimism, and social support.
 - Complete the [Holmes-Rahe Stress Inventory](#) (The American Institute of Stress, n.d.).
 - Interpret your score. What are the implications of this?
 - Apply your knowledge about assessing (appraising) and coping to your own experience with stress. What are your biggest stressors? What is the impact of stress on your health? Are there any factors in your own life that buffer the effects of stress?

- Examine specific ways in which you might better manage your stress, such as aerobic exercise, relaxation and meditation, spirituality.
- Explain how cultural and social diversity might influence perception and experience of stress. (Why could one situation increase stress for one person but not for another?).
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and/or the Instructor (if applicable). Peer responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a hypothesis other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following questions in your responses:

- What other ways could your peer manage their stress?
- How is your stress different than your peer's?
- How could buffering effects of social identity (e.g., social or religious) apply to your peer's stress?

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

2. **Psychological Disorders and Therapies: Doctor for a Day.** *1st Post Due by Day 3.* To prepare for this discussion, please read Chapter 10 of your textbook. Read "[Conceptualizing Psychiatric Disorders Using 'Four D's' of Diagnoses](#)" and browse [Research-Supported Psychological Treatments](#). You must also utilize the *Diagnostic and Statistical Manual of Mental Disorders, 5e* to inform your thinking. Finally, review Instructor

Guidance and Announcements. In this discussion, you will consider psychological disorders and therapies. Be sure to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

- Choose a character from a book, television show, or movie who is portrayed as suffering from a psychological disorder. [Examples: “My Mad Fat Diary”, “The Hunger Games Series”, “Forest Gump”, “Rain Man” (Please do not use these.)]
- Briefly describe the character and his(her) behaviors that lead you to believe they have a disorder.
- Read “[Conceptualizing Psychiatric Disorders Using ‘Four D’s’ of Diagnoses](#)”. Note that many professionals utilize the four “Ds” to determine abnormality:
 - Deviance: Are the behaviors/feelings deviant?
 - Dysfunction: Do the behaviors/feelings interfere with the individual’s ability to function in daily life?
 - Distress: Does the individual experience distress due to the behaviors/feelings?
 - Danger: Are the behaviors/feelings harmful to the individual or those around him/her?
 - (Some consider a fifth “D”, Duration.).
 - Appraise your character and his/her behaviors/feelings for each of the above “Ds”. Are variations in his/her behaviors/feelings significant enough to constitute a psychological disorder, in your opinion?
- Review the textbook. After determining a diagnosis that—in your opinion—fits the character’s behaviors/feelings (which may or may not be indicated in the book, television show, or movie), locate additional information about this disorder in the *DSM-5*. Briefly describe the disorder that you think fits your character and explain why.
- Review [Research-Supported Psychological Treatments](#). Discuss possible treatment options for this particular disorder.
- Explain how cultural and social diversity might influence perception and experience of this disorder.
- Remember to use your own [academic voice](#) and apply [in-text citations](#) appropriately throughout your post.

Post your initial response of 250 words or more by **Day 3 (Thursday)**. Respond to at least two of your peers by **Day 7 (Monday)**. You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who reply to your initial post and/or the Instructor (if applicable). Peer

responses may vary in length but should be carefully crafted and insightful. Below are some suggestions to assist your thinking.

Guided Response: Reply to at least one peer who chose a character other than the one you selected and two or more peers overall. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange. Consider the following in your responses:

- Review your peer's application. Consider the 4 "D's and share your thoughts on whether the behavior illustrates a disorder or not.
- Point out qualities he or she may have overlooked that support the possible diagnosis of the identified disorder or suggest otherwise.

Continue to monitor this discussion board through 5 PM (Mountain Time) on Day 7 of the week. Peer responses may vary in length but should be detailed and thought provoking. You are expected to respond to any question posed to you by the instructor, and you are encouraged to reply to your classmates' questions as well. Your grade will reflect both the quality of your initial post and the depth of your responses to your classmates and your instructor.

End of Course Survey

1. **End of Course Survey.** *Due Day 7.* After you have completed the End of Course Survey, please complete the one question quiz to receive your points. If for any reason you wish not to complete the survey, you may do so and still receive the 0.5 points by completing the one question quiz.

Weekly Review

1. **Week Five Review.** *Due by Day 7.* Reviews can be useful because they allow you to evaluate your learning of the material. This review assesses your understanding of the topics covered in Week Five. The review contains 30 multiple-choice questions. Select the best possible answer for each question. You will be allowed 60 minutes to complete the review. Once you open the review, you must finish it in one sitting. You may take the review as many times as you like, until you are satisfied with your score. Read the required resources and review the Instructor Guidance prior to taking the review. Click on the "Begin Quiz" button when you are ready to start this review. When you are finished, click on "Save Answers" and then on "Submit for Grade".

Final Paper

1. **Fact or Fiction?** *Due by Day 7.* The final assignment for this course is a paper. The purpose of the Final Paper is for you to explore a topical area and apply critical insight to discern fact from fiction. You will review the available evidence for a commonly held belief and provide a conclusion regarding the merit of this claim by describing concepts in core psychological domains and examining variations in psychological functioning.

You have already selected your topic from the list below in Week Three of the course to complete an annotated bibliography. These sources should inform your thinking and assist you in making a conclusion regarding the “truth” (i.e., scientific validity) of a commonly held belief. You must continue with your selected topic unless you have received permission from your instructor otherwise. Click here for the various topic options that are available.

- To begin, gather a minimum of five peer-reviewed, scholarly sources on the topic you selected. Much of this was completed in the Week 3 Annotated Bibliography, but you will likely find gaps in your information as you begin to write and need to locate more material to fully inform your thinking. Visit the [Ashford Library](#) to obtain your [scholarly articles](#).
- As you read each article, make notes about what you have read and what it means to you, as well as how it supports your topic, in order to assist you in the process of writing. Click here for additional information on how to successfully summarize information from an article.
- After you have read and considered these sources, write a paper in which you [summarize](#) psychological theory and research that is pertinent to this topic. The paper should appraise the evidence contained within your articles, supporting and/or contradicting the statement you have chosen to examine. Your task is to distinguish whether or not this commonly held belief accurately represents psychological knowledge of the topic and discuss your conclusions.
 - If theory and research in psychology suggest that the statement is false (i.e., it is instead bubba or pop psychology), infer an alternative truth based on the literature.
 - If the theory and research in psychology suggest that the statement is true, point out how the research supports the statement.

Note: Using headings within your writing can assist you in organizing your thoughts more successfully. For more information about using heading, please click here.

Writing the Final Paper

The paper

- Must be five to seven double-spaced pages in length (not including title and references pages) and formatted according to [APA style](#) as outlined in the [Ashford Writing Center](#).
- Must include a separate title page with the following:
 - A header
 - Title of paper
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted
- Must begin with an [introductory paragraph](#) that has a succinct [thesis statement](#).
- Must utilize [academic voice](#).
- Must [paraphrase](#) material, avoiding direct quotes.
 - Minimal quotes are used within the writing. (No more than 2-3 sentences.). For more information about how to synthesize your writing, please visit the [Ashford Writing Center](#).
- Must address the topic with critical thought.
- Must end with a [conclusion](#) that reaffirms the thesis.
- Must use at least five peer-reviewed scholarly sources. Additional scholarly sources are encouraged. Be sure to [integrate your research](#) smoothly rather than simply inserting it.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document all sources in APA style as outlined [here](#) and [here](#).
- Must include a separate [reference page](#) that is formatted according to APA style.
- Must be submitted to [Grammarly](#) for review and correction prior to submitting.

Location: Left Tab “Writing Center” in your course (See Week 2 Assignment for instructions how to access.). If you encounter any problems or technical issues, please contact support@grammarly.com

COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

Learning Outcome	Week	Activity
1. Explain the basic precepts of scientific approaches to the study of psychology.	1	<ul style="list-style-type: none"> Interactive Learning Activity – Research: Everyday Experiments - Discussion
2. Describe concepts in core psychological domains: biological, cognitive, developmental, social and personality, and mental and physical health.	1	<ul style="list-style-type: none"> Post Your Introduction - Discussion
	1	<ul style="list-style-type: none"> Historical Foundations – Discussion
	2	<ul style="list-style-type: none"> The Brain, Sensation, and Perception: Is Seeing Believing? – Discussion
	2	<ul style="list-style-type: none"> Development: Growing up Globally – Discussion
	3	<ul style="list-style-type: none"> Learning: Classroom of Life – Discussion
	3	<ul style="list-style-type: none"> Intelligence: Street Smarts – Discussion
	3	<ul style="list-style-type: none"> Annotated Bibliography, Introduction, and Summary Statement: Seeking the Truth – Assignment
	4	<ul style="list-style-type: none"> Social Psychology: Media Matters – Discussion
	4	<ul style="list-style-type: none"> Personality: One of a Kind – Discussion
	5	<ul style="list-style-type: none"> Motivation, Emotions, and Health: Stressed Out? – Discussion

	5	<ul style="list-style-type: none"> Psychological Disorders and Therapies – Doctor for a Day – Discussion
	5	<ul style="list-style-type: none"> Fact of Fiction? – Final Paper
3. Explain how cultural and social diversity influence individual perception and experience.	2	<ul style="list-style-type: none"> The Brain, Sensation, and Perception: Is Seeing Believing? – Discussion
	2	<ul style="list-style-type: none"> Development: Growing up Globally – Discussion
	3	<ul style="list-style-type: none"> Intelligence: Street Smarts – Discussion
	4	<ul style="list-style-type: none"> Social Psychology: Media Matters – Discussion
	4	<ul style="list-style-type: none"> Personality: One of a Kind – Discussion
	5	<ul style="list-style-type: none"> Motivation, Emotions, and Health: Stressed Out? – Discussion
	5	<ul style="list-style-type: none"> Psychological Disorders and Therapies – Doctor for a Day – Discussion
4. Apply ethical considerations to psychological research and application.	1	<ul style="list-style-type: none"> Research: Everyday Experiments – Discussion
	2	<ul style="list-style-type: none"> Ethics: The Case of the Plagiarized Paragraph – Assignment
	3	<ul style="list-style-type: none"> Learning: Classroom of Life – Discussion
5. Examine variations in psychological functioning.	1	<ul style="list-style-type: none"> Historical Foundations – Discussion
	2	<ul style="list-style-type: none"> The Brain, Sensation, and Perception: Is Seeing Believing? – Discussion
	3	<ul style="list-style-type: none"> Intelligence: Street Smarts – Discussion
	3	<ul style="list-style-type: none"> Annotated Bibliography, Introduction, and Summary

	4	Statement: Seeking the Truth – Assignment
	4	▪ Social Psychology: Media Matters – Discussion
	5	▪ Personality: One of a Kind – Discussion
	5	▪ Motivation, Emotions, and Health: Stressed Out? – Discussion
	5	▪ Psychological Disorders and Therapies – Doctor for a Day – Discussion
	5	▪ Fact of Fiction? – Final Paper
6. Apply course content to realistic scenarios and real-life experiences.	1	▪ Historical Foundations – Discussion
	2	▪ The Brain, Sensation, and Perception: Is Seeing Believing? – Discussion
	2	▪ Development: Growing up Globally – Discussion
	2	▪ Ethics: The Case of the Plagiarized Paragraph – Assignment
	3	▪ Learning: Classroom of Life – Discussion
	3	▪ Intelligence: Street Smarts – Discussion
	4	▪ Social Psychology: Media Matters – Discussion
	4	▪ Personality: One of a Kind – Discussion
	5	▪ Motivation, Emotions, and Health: Stressed Out? – Discussion
	5	▪ Psychological Disorders and Therapies – Doctor for a Day – Discussion