Course Syllabus

Course Description
Surveys the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes.

Course Textbook(s)

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

1. Outline the historical development of the psychology field.
2. Differentiate research methodologies used in the field of psychology.
3. Recognize factors that influence human behaviors and cognitions.
4. Describe ways in which humans learn new behaviors.
5. Interpret basic cognitive functions.
6. Identify symptoms of various abnormal conditions.
7. Identify contributors to human action, motivation, and drive.
8. Summarize a scholarly, peer-reviewed psychology journal article.

Prerequisite(s)
No prerequisite courses are required by CSU for enrollment in this course.

Credits
Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure

1. Study Guide: Course units contain a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Learning Activities (Non-Graded): Non-Graded Learning Activities are provided to aid students in their course of study.
7. Discussion Boards: Discussion Boards are part of all CSU Term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. Unit Assessments: This course contains Unit Assessments, which test student knowledge on important aspects of the course. These tests may come in many different forms, ranging from multiple choice to written response.
Unit Assignments

9. **Unit Assignments:** Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

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

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

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

**LibGuides**

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click [here](#) for the LibGuide for this course.

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**Unit Assignments**

**Unit II PowerPoint Presentation**

Imagine that you are a practicing psychologist, and you are the featured presenter for the upcoming psychology conference. Your chosen topic centers upon factors that influence human behaviors and cognitions. In your presentation, you want to teach the audience about biological, evolutionary, and environmental factors that influence behaviors. To do this, you will need to prepare a PowerPoint to present to the audience. In your PowerPoint presentation, be sure to include the below concepts:

- Identify ways in which the environment can both nurture and thwart mental ability.
- Explain how nurture and nature play interactive roles in shaping behavior.
- Summarize the effects of some of the main neurotransmitters in the brain, and list four hormones that influence behavior.

Your PowerPoint presentation must be at least eight slides in length, not including the cover slide and reference slide. In addition to your textbook, you must use a minimum of one scholarly source. Any information from an outside source that is used should be cited appropriately according to APA format. You may use the notes field in PowerPoint to expand on your ideas, if necessary, but this is not required.

Your presentation style should appear professional, using appropriate formatting and graphics. If you have never created a PowerPoint, or if you want to brush up on your skills, watch this tutorial created by the CSU Writing Center to learn tips and best practices for creating a PowerPoint:


If you need further help with your presentation, you should consult with the Writing Center staff, allowing enough time to receive guidance and feedback. You can email the Writing Center at teamsucceed@columbiasouthern.edu.

Information about accessing the grading rubric for this assignment is provided below.

**Unit III Essay**

Wade and Tavris explain that each person’s body experiences ups and downs throughout the typical day. In fact, biological rhythms, the fluctuations that occur in one’s biological system, dictate numerous factors within one’s body, including hormones, urine output, blood pressure, and our reactions to stimuli. Most of the time, our biological rhythms are in sync with the external environment, and they typically occur within a 24-hour cycle known as circadian rhythms.

In this assignment, you will keep an hourly record of your mental alertness level for a minimum of three days using the following five-point scale:
At the end of your observation period, you should compose an essay that defines circadian rhythms and explains how one's biological clock works. Additionally, you should describe what happens when it does not work properly.

You must also address the following questions in your essay:

- Did your level of alertness follow a certain pattern or circadian rhythm?
- Did you reach a noticeable high and low point once every 24 hours, or did you have a shorter rhythm?
- Did your level of alertness rise and fall numerous times throughout the day?
- If you performed this activity on the weekend, were your cycles the same as during the week?

Finally, think about how this experiment affects your life and your perception. What other factors influence your perception? To conclude your essay, you should discuss four psychological factors that could be used to explain how you perceived the world around you.

Information about accessing the grading rubric for this assignment is provided below.

Unit IV Article Review

Wade and Tavris explain that various factors combine to influence one’s thinking patterns and behaviors. Most would agree that we are inundated with outside influences on a continuous basis. The need to stay connected to various forms of media is growing by leaps and bounds. Have you ever wondered what impact media consumption could be having in your life? Can viewing violent acts lead to vicious behaviors later?

One particular area worthy of closer examination relates to one’s environment and how extraneous information can intrude our waking and restful thoughts. In fact, research conducted by Van den Bulck, Cetin, Terzi, and Bushman (2016) revealed that violent and sexual media viewing can not only influence one’s memories, but this content can have an impact on dreams as well. Read the article listed below.


After reading the article, write a review of the article that discusses the featured study, literature from the text, and your opinion of the article as well. Your review should also relate back to the information covered in Unit IV. In your review, be sure to include the following items:

- Briefly introduce and summarize the article.
- Identify the authors’ main points.
- Explain how the study’s results may differ if conducted in the United States as opposed to using Turkish participants. Keep in mind that Turkey has stricter sexual media censorship rules than the United States, and violations of such can produce regulation fines.
- Explain additional factors that influence learning, conditioning, and behaviors as outlined in the textbook.
- Examine how one’s dreams influence external behaviors.
- Describe the impact that violence and social media can have on behaviors.
- Relate the article back to this course. Does it support the information in your textbook?

Your article review must be a minimum of two pages in length. You must reference the assigned article and your textbook. If necessary, you may use other scholarly sources to support your review as well. All sources used must be referenced; paraphrased and quoted material must have accompanying citations. Please be sure to cite any outside sources, and format your paper in accordance with proper APA formatting.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Essay

Wade and Tavris explain that various factors combine to influence one’s thinking patterns, intelligence, and memories. In fact, we often embrace certain biases and mental shortcuts to assist our cognitive processing. These efforts can prove both costly and beneficial.

This assignment is divided into parts, so it is suggested that you begin working on it in advance.
Find a popular press article or story from the nightly news in which someone argues a point that you disagree with. Write a paragraph agreeing with this person. Allow one day before moving on to the next part.

Make sure at least one day has passed since writing the first paragraph. Now, write another paragraph disagreeing with the person. You will include both of these paragraphs in your essay.

Discuss the differences between your arguments from the first paragraph in which you agree and the second paragraph in which you disagree. Elaborate on whether you think that your opinion has changed on this topic, particularly thinking about your initial thoughts on the topic before you wrote either paragraph.

In your discussion, incorporate research from the textbook to explain how reasoning, intelligence, and memories influenced your arguments. How did cognitive dissonance affect your reasoning abilities?

Your response should be at least two pages in length, but it can be longer if necessary to address all aspects of the assignment. You must use the textbook and at least one additional source. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

If you need further help with your essay, you should consult with the Writing Center staff, allowing enough time to receive guidance and feedback. You can email the Writing Center at teamsucceed@columbiasouthern.edu.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI Reflection Paper

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

For this assignment, you are to compose a reflection paper in which you examine a current or past stressful event in your life. You must embrace Selye’s general adaptation syndrome (GAS) and describe your reactions to the stressful event during each stage. You should describe the various facial expressions that you displayed as you progressed through each stage as well. Be sure also to address the following questions:

- What coping strategies did you embrace to help solve the problem?
- How was your professional life affected by the stressor?
- How does Maslow’s hierarchy of needs relate to your stressor? What motivated you to solve the problem?
- Did you experience additional conflicts with other individuals as you endured this life trial?

Tips for writing your reflection paper:

- Introduction: This is meant to give a concise overview of the featured stressful event and is usually one paragraph in length. In your introduction, you will reveal the featured stressful event that you will examine for this paper.
- Summary: This contains your description of the required areas listed above in the opening statement, including Selye’s GAS, your facial expressions, coping strategies, professional impact, and relationship conflicts.
- Analysis: In this portion of the paper, you should provide information from the textbook to analyze the impact that the stressful event could have placed upon your health, future goals, and motivation. You may use sources identified from the CSU Online Library to assist your analysis efforts, but this is not required.
- Conclusion: This summarizes your final reflections for the featured topic. For instance, what implications have you uncovered during your research that you will apply to future stressful events?

Your paper must be at least one page in length, not counting the title and reference pages, but it can be longer if necessary to address all aspects of the assignment. It should be formatted in APA style. You are required to utilize the textbook, but other sources may be used if needed. You may visit the CSU Online Library to identify a source that provides specific information on how this stressful issue could impact your health, future goals, and motivation. Any information from a source should be cited and referenced in APA style.

If you need further help with your reflection paper, you should consult with the Writing Center staff, allowing enough time to receive guidance and feedback. You can email the Writing Center at teamsucceed@columbiasouthern.edu.

Information about accessing the grading rubric for this assignment is provided below.

Unit VII Scholarly Activity

Dear Son/Daughter

Within Unit VII, you have learned that various elements contribute to development over the lifespan. Furthermore, you are now aware that numerous factors that shape one’s personality are present. How can you use this newly acquired knowledge to positively shape future generations?

For this assignment, you are going to write a letter to your son or daughter that you will present to him or her on the child’s 21st birthday. If your child is already over 21, imagine back to when he or she was born. If you do not plan to have children, you may write the letter to a child who is important in your life: a niece, nephew, or friend’s child, for example. Within your letter, you must discuss the following items:

- When and why did you decide to have the child? If writing to a child that is not your own, describe why the child is important to you.
- What are the most important qualities for a parent to have, and why?
- What personal characteristics do you hope your young adult son or daughter will possess, and why?
- How did you attempt to influence the child’s physical, motor, cognitive, moral, social, personality, and sex-role development? Give specific examples in each area while detailing how each one will influence your young adult’s future actions and decision-making abilities.
Information about accessing the grading rubric for this assignment is provided below.

**Unit VIII Case Study**

Within Unit VIII, you have learned about various psychological disorders and the complexities involved with proper diagnoses and treatment efforts. Now it is time to put your skills to the test. Choose ONE of the cases listed below and create a mental health assessment for your chosen case. In the assessment, you should address the following:

a. Why is your client coming for treatment?

b. What are his or her current symptoms?

c. Does he or she have a history with this problem? If so, please describe it.

d. How could the issue affect his or her daily life functions?

e. What is your client's specific diagnosis?

f. What is the general class(es) of disorders to which this disorder belongs?

g. What are your recommendations? What specific treatment plan will you prescribe for this patient? You should use your textbook as a reference to substantiate your plan.

h. How could you get his or her family involved?

Choose ONE of these cases to analyze.

1. Tony sometimes seems very wound up. At those times, he seems full of energy, talks very rapidly, and makes very grandiose plans. Once, he gave away all of his belongings and was planning to move to Washington, D.C., so that he could advise the President. At these times, he also seems to need almost no sleep. During other periods of time Tony seems very down. During these times, he does not take care of himself. He seems to want to sleep all the time, and he often makes thinly veiled references to wanting to commit suicide.

2. Paula has not left her house for several months. When she tries to go out, she experiences great anxiety. She says she is afraid that if she leaves her house to go somewhere, she will not be able to get back. Before all this started, Paula seemed fairly normal except for having several episodes where, for no apparent reason, her heart started pounding, she started to sweat profusely, and she experienced all the symptoms of fear and terror. One of the reasons she is afraid to leave the house is because she is afraid she will have one of these episodes again. Hint: there are two specific diagnoses here.

3. Horace sleeps a lot, has great difficulty getting out of bed in the morning, and generally does not want to do anything. He has stopped seeing friends whom he used to see often and declines all invitations to do things socially. His most common response is “I just do not feel like it.” He looks sad all the time and does not seem to take pleasure in everyday activities. This has been going on for the past two months.

4. Patricia is a 44-year-old female who reports that she has periods of time where she cannot remember what she has done. She reports that after one such period, she received a telephone call from a man who claimed to have met her in a bar where she was “the life of the party.” She had also told the man her name was Priscilla. Patricia thinks that this is odd because she does not drink, and she is a rather shy and retiring person. However, the man had her correct telephone number and was able to give a good physical description of her.

5. Frank was attending college in San Francisco during a recent earthquake. He lived in the area that was hardest hit by the quake. Frank was not home when the earthquake hit and was not injured in any way, but when he returned home, he found his building demolished and his two roommates crushed to death. Frank immediately drove himself to the airport, bought a ticket to Boston, and got on the plane. His parents found him on their doorstep in Boston the next morning. Frank remembers nothing about the earthquake and nothing about going to college in San Francisco. The last thing he remembers is being a high school student and living with his parents in Boston.

In your case study, you must incorporate research from the textbook to substantiate your diagnosis. You may also use the CSU Online Library for additional reference material if needed, but this is not required. Your response should be at least two pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

If you need further help with your case study, you should consult with the Writing Center staff, allowing enough time to receive guidance and feedback. You can email the Writing Center at teamsucceed@columbiasouthern.edu.

Information about accessing the grading rubric for this assignment is provided below.
APA Guidelines

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

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

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

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

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

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

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

Student Break Room

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

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction to Psychology and Research Methods</th>
<th>[Weight: 12%]</th>
</tr>
</thead>
</table>
| Read/View: | • Unit I Study Guide  
• Chapter 1: What is Psychology?  
• Chapter 2: How Psychologists Do Research |                |
| Discuss: | • Unit I Discussion Board | 2%             |
| Submit: | • Unit I Assessment | 10%            |

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<tr>
<th>Unit II</th>
<th>Biological, Evolutionary, and Environmental Foundations of Behavior</th>
<th>[Weight: 13%]</th>
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</table>
| Read/View: | • Unit II Study Guide  
• Chapter 3: Genes, Evolution, and Environment  
• Chapter 4: The Brain and Nervous System |                |
| Discuss: | • Unit II Discussion Board | 2%             |
| Submit: | • Unit II PowerPoint Presentation | 11%            |

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<tr>
<th>Unit III</th>
<th>Body Rhythms, Mental States, Sensation, and Perception</th>
<th>[Weight: 12%]</th>
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</table>
| Read/View: | • Unit III Study Guide  
• Chapter 5: Body Rhythms and Mental States  
• Chapter 6: Sensation and Perception |                |
| Discuss: | • Unit III Discussion Board | 2%             |
| Submit: | • Unit III Essay | 10%            |

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<tr>
<th>Unit IV</th>
<th>Learning and Conditioning and the Influence of the Environment on Behavior</th>
<th>[Weight: 13%]</th>
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</table>
| Read/View: | • Unit IV Study Guide  
• Chapter 7: Learning and Conditioning  
• Chapter 8: Behavior in Social and Cultural Context  
• Unit IV Video: See Study Guide |                |
| Discuss: | • Unit IV Discussion Board | 2%             |
| Submit: | • Unit IV Article Review | 11%            |

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<tr>
<th>Unit V</th>
<th>Thinking, Intelligence, and Memory</th>
<th>[Weight: 12%]</th>
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| Read/View: | • Unit V Study Guide  
• Chapter 9: Thinking and Intelligence  
• Chapter 10: Memory  
• Unit V Video: See Study Guide |                |
| Discuss: | • Unit V Discussion Board | 2%             |
| Submit: | • Unit V Essay | 10%            |
## Unit VI: Emotion, Stress, and Motivation

| Read/View:          |  
|--------------------|---|
| Unit VI Study Guide|    |
| Chapter 11: Emotion, Stress, and Health|    |
| Chapter 12: Motivation|    |
| Unit VI Video: See Study Guide|    |

| Discuss:            |  
|--------------------|---|
| Unit VI Discussion Board| 2% |

| Submit:             |  
|--------------------|---|
| Unit VI Reflection Paper| 11% |

## Unit VII: Development Over the Lifespan and Personality

| Read/View:          |  
|--------------------|---|
| Unit VII Study Guide|    |
| Chapter 13: Development over the Lifespan|    |
| Chapter 14: Theories of Personality|    |

| Discuss:            |  
|--------------------|---|
| Unit VII Discussion Board| 2% |

| Submit:             |  
|--------------------|---|
| Unit VII Scholarly Activity| 10% |

## Unit VIII: Abnormal Behaviors and Therapies

| Read/View:          |  
|--------------------|---|
| Unit VIII Study Guide|    |
| Chapter 15: Psychological Disorders, pp. 537-574|    |
| Chapter 16: Approaches to Treatment and Therapy, pp. 581-607|    |
| Unit VIII Videos (2 videos): See Study Guide|    |

| Discuss:            |  
|--------------------|---|
| Unit VIII Discussion Board| 2% |

| Submit:             |  
|--------------------|---|
| Unit VIII Case Study| 11% |