



Course Description

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

Prerequisites

None

Course Textbook

Wade, C., & Tavris, C. (2011). *Psychology* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Learning Objectives

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

1. Define psychology and discuss the history of the field.
2. Describe the research methodology used in the field of psychology.
3. Explain how genes, evolution, and the environment influence human behaviors and cognitions.
4. Describe the structure and function of the brain.
5. Determine biological rhythms and their effects on human functioning.
6. Describe different ways in which humans learn new behaviors.
7. Explain how the social environment influences human behaviors and cognitions.
8. Describe the basic cognitive functions such as attention, reasoning, and memory.
9. Appraise how human emotions influence our behaviors and cognitions.
10. Explain different methods of coping with stress.
11. Describe human motivation and drive.
12. Analyze human development over the life span.
13. Describe theories of personality.
14. Compare and contrast the symptoms and treatment of various abnormal behaviors.

Credits

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

Course Structure

1. **Unit Learning Objectives:** Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations and supplemental readings are provided in each unit study guide as supplemental reading to aid students their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units IV and V to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Unit Quizzes:** This course contains eight Unit Quizzes, one to be completed at the end of each unit. It is suggested that the quizzes be completed before students complete the Unit Assessments. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of multiple-choice questions.
7. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Units I and III. Assessments are composed of written response questions.
8. **Unit Assignments:** Students are required to submit for grading assignments in Units II, IV, V, VI, VII, and VIII. Specific information and instructions regarding the assignments are provided below.
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

Unit Assignments

Unit II Article Critique

According to some lay groups, the nation is experiencing an autism epidemic—a rapid escalation in the prevalence of autism for unknown reasons. However, no sound scientific evidence indicates that the increasing number of diagnosed cases of autism arises from anything other than purposely broadened diagnostic criteria, coupled with deliberately greater public awareness and intentionally improved case finding.

Read the "Vaccines Do Not Cause Autism" article by Heyworth (2011) and write a two-page summary of the article explaining the reasons why the public perception regarding the prevalence of autism may stem from the use of vaccinations.

NOTE: Although you are welcome to state your personal opinion on this topic, please discuss this article using the scientific theories covered in this unit.

Heyworth, K.K. (2011). Vaccines do not cause autism. Ed. Haugen, D., & Musser, S. Detroit: Greenhaven Press. Retrieved from the Opposing Viewpoints Resource Center database.

Unit IV Article Review

Is evil behavior normal? What constitutes cruel and unusual punishment? Would one act differently if he/she went from the role of prisoner to that of correctional officer? What causes one to adopt brutal behaviors in order to maintain order and balance?

Go the database "Criminal Justice Periodicals Index" in the CSU Online Library, and search for the following article by Bruce Gross (2008) on prison violence:

Gross, B. (2008). Prison violence: Does brutality come with the badge? *Forensic Examiner*, 17(4), 21-27. Retrieved from ProQuest Criminal Justice database. (Document ID: 1603605261).

Read the article, and write a two-page summary of the article explaining violence, punishment, and evil behaviors in relation to the theories covered in this unit.

Note: Discuss the article using the scientific theories covered in this unit. Please integrate your personal opinion on this topic as well.

Your response should include an introduction, supporting paragraphs, and a conclusion. You are required to use your textbook and the article as source materials for your response. You may use additional sources as well. All sources used, including the textbook and article, must be referenced. Paraphrased and quoted material must have citations as well.

Unit V Research Presentation

Most individuals are very confident in the accuracy of their memories. Many witnesses argue that they can recall events without missing one detail. However, research purports that our memories are not as reliable as they might seem. These malleable memories can be influenced by leading questions and creative imaginations.

Go to the Academic OneFile database in the CSU Online Library, and search for the following article by Elizabeth Loftus (2003) on memories:

Loftus, E. (2003). Our changeable memories: Legal and practical implications. *Nature Reviews Neuroscience*, 4, 231-234. Retrieved from Academic OneFile database.

Read the article, and create a PowerPoint slide presentation to share your findings.

Note: Present your research using the article as well as the scientific theories covered in this unit. Please integrate your personal opinion on this topic as well.

Your slide presentation should contain a minimum of eight slides. Do not limit your information strictly to the article by Loftus and the textbook. You may use additional sources as well. Be creative in your presentation. Do not forget to include a title slide and citation slide. These slides are not counted in your total slide count. All sources used, including the textbook and article, must be referenced. Paraphrased and quoted material must have citations as well. For information on the grading policies of projects, such as this PowerPoint assignment, refer to the CSU Grading Rubric.

Unit VI Letter of Grievance

According to the Wade & Tavis (2011), obesity is an increasing epidemic in our society today. Due to this obsession, more and more individuals are embracing desperate measures to avoid becoming fat. The obsession with weight often leads to major eating disorders. This is a major concern for you if you are a parent. Write a letter of grievance based on the following scenario.

Your child comes home one afternoon and excitedly describes the pizza and fries that she enjoyed during lunch. You are outraged that the local elementary school is still serving high-fat breakfasts and lunches despite the healthy food initiatives championed by the government. Use the information found in your textbook, as well as the CSU Online Library, to draft a two-page letter to the school superintendent addressing your concerns.

In your letter, be sure to address the research in regards to genetics, environmental factors, and potential eating disorders that are related to obesity. Also, include in your letter the various emotions that you are experiencing based on your frustration with the local school district, and its negligence to comply with national standards for healthy eating habits. Be sure to tell the superintendent about your daughter's recent emotional outbursts when shopping for clothes. (Recently she shared that other girls tease her because she cannot fit into her skinny jeans any longer due to her "fat stomach.")

Do not forget to include a reference list for your letter. You must use your textbook and one additional source in your letter. (Your reference page is not included in your page count.) All sources used, including the textbook, must be referenced. Paraphrased and quoted material must have citations as well. Be creative in your response.

Unit VII Brochure

The attachment theory has been one of the most influential ideas in the field of developmental psychology. Years of scientific research have shown enormous support for this theory. However, more and more reports are emerging that demonstrate all parents, particularly teenage mothers, are not embracing the available data that stresses the importance of early attachments.

You have been asked to make a presentation for a teen parent support group at your local health department. Utilize the information in the textbook related to attachment, cognitive, moral, and gender development to design a brochure that can be used during your presentation. While talking to the teen moms, make sure that you cover elements related to their own development as adolescents. Do not forget to cover the impact of peer influences on their parenting styles as well.

Your project must include a reference list. You must use your textbook and one additional source in your brochure. All sources used, including the textbook, must be referenced. Paraphrased and quoted material must have citations as well. Be creative in your response.

NOTE: Although you are welcome to state your personal opinion on this topic, please design your brochure using the information covered in this unit.

Click [here](#) to access a PDF of an example of a brochure. Use Microsoft Word, or another word processing program to create a three-column brochure in landscape orientation. Microsoft Word provides several brochure templates you can use, or you can create your own.

Unit VIII Psychological Disorder Activity

As you pursue your career options, you may eventually choose to work as a mental health coordinator, therapist, social worker, or counselor. It will behoove you to possess the ability to recognize the signs of various mental disorders, and treatment options available for them.

For this assignment, you will need to create a four-column chart that will list the disorder, the classification it falls under, the symptoms/characteristics, and the treatment options. Use Microsoft Word to create your chart and cite the references, using APA format. You must utilize your textbook and at least one additional source. (All sources used, including the textbook, must be referenced. Paraphrased and quoted material must have citations as well.)

Your chart should include TEN of the following:

- Generalized anxiety disorder
- Obsessive-compulsive disorder (OCD)
- Panic disorder
- Post-traumatic stress disorder (PTSD)
- Social phobia
- Depression
- Bipolar disorder
- Seasonal affective disorder
- Antisocial personality disorder
- Narcissistic personality disorder
- Dissociative identity disorder or multiple personality disorder (MPD)
- Schizophrenia

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled "APA Guidelines Summary" is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

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

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

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

Ask the Professor

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

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

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

Student Break Room

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

Grading

Unit Quizzes (8 @ 1%)	= 8%
Unit Assessments (2 @ 11%)	= 22%
Unit II Article Critique	= 9%
Unit IV Article Review	= 9%
Unit V Research Presentation	= 13%
Unit VI Letter of Grievance	= 13%
Unit VII Brochure	= 13%
Unit VIII Psychological Disorder Activity	= 13%
Total	= 100%

Course Schedule/Checklist (PLEASE PRINT)

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

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I		Introduction to Psychology and Research Methods
Review:	<input type="checkbox"/>	Unit Study Guide
Read:	<input type="checkbox"/>	Chapter 1: What is Psychology?
	<input type="checkbox"/>	Chapter 2: How Psychologists Do Research
	<input type="checkbox"/>	Supplemental Reading:
	<input type="checkbox"/>	Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/>	Quiz
	<input type="checkbox"/>	Assessment
Notes/Goals:		

Unit II		Biological, Evolutionary, and Environmental Foundations of Behavior
Review:	<input type="checkbox"/>	Unit Study Guide
Read:	<input type="checkbox"/>	Chapter 3: Genes, Evolution, and Environment
	<input type="checkbox"/>	Chapter 4: The Brain: Source of Mind and Self
	<input type="checkbox"/>	Supplemental Reading:
	<input type="checkbox"/>	Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/>	Quiz
	<input type="checkbox"/>	Article Critique
Notes/Goals:		

Unit III		Body Rhythms, Mental States, and Sensation and Perception
Review:	<input type="checkbox"/>	Unit Study Guide
Read:	<input type="checkbox"/>	Chapter 5: Body Rhythms and Mental States
	<input type="checkbox"/>	Chapter 6: Sensation and Perception
	<input type="checkbox"/>	Supplemental Reading:
	<input type="checkbox"/>	Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/>	Quiz
	<input type="checkbox"/>	Assessment
Notes/Goals:		

Unit IV	Learning and Conditioning and the Influence of the Environment on Behavior
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 7: Learning and Conditioning <input type="checkbox"/> Chapter 8: Behavior in Social and Cultural Context Supplemental Reading: <input type="checkbox"/> Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/> Quiz <input type="checkbox"/> Article Review
Notes/Goals:	

Unit V	Thinking, Intelligence, and Memory
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 9: Thinking and Intelligence <input type="checkbox"/> Chapter 10: Memory Supplemental Reading: <input type="checkbox"/> Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/> Quiz <input type="checkbox"/> Research Presentation
Notes/Goals:	

Unit VI	Emotion, Stress, and Motivation
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 11: Emotion, Stress, and Health <input type="checkbox"/> Chapter 12: Motivation Supplemental Reading: <input type="checkbox"/> Refer to the Unit Study Guide.
Submit:	<input type="checkbox"/> Quiz <input type="checkbox"/> Letter of Grievance
Notes/Goals:	

PSY 1010, General Psychology		Course Schedule
Unit VII	Development Over the Life Span and Personality	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 13: Development Over the Life Span <input type="checkbox"/> Chapter 14: Theories of Personality Supplemental Reading: <input type="checkbox"/> Refer to the Unit Study Guide.	
Submit:	<input type="checkbox"/> Quiz <input type="checkbox"/> Brochure	
Notes/Goals:		

Unit VIII	Abnormal Behaviors and Therapy	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 15: Psychological Disorders <input type="checkbox"/> Chapter 16: Approaches to Treatment and Therapy Supplemental Reading: <input type="checkbox"/> Refer to the Unit Study Guide.	
Submit:	<input type="checkbox"/> Quiz <input type="checkbox"/> Psychological Disorder Activity	
Notes/Goals:		