

**ITT Technical Institute**

**GE375P**

**Psychology**

**Onsite Course**

# **SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 56 (56 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: GE117P Composition I or equivalent

**Course Description:**

This course introduces psychological theories from behavioristic, humanistic and biological viewpoints. Primary focus is on exploring how selected principles of psychology apply to students' personal lives and social behavior. Students apply the skills of critical thinking, observation, and information gathering and analysis as they practice social science and scientific methodology.

# Where Does This Course Belong?

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## Program Information

### Program Scope and Core Content Areas

General Studies courses are interdisciplinary courses that support both core and general education courses.

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

### Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. Demonstrate personal responsibility.
2. Analyze information.
3. Solve complex problems.
4. Communicate effectively in oral, written and visual forms.
5. Contribute as a member of a team.
6. Pursue lifelong learning opportunities.

### Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

**NOTE:** Refer to the catalog for the state-specific course and program information, if applicable.

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## Course Summary

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### Major Instructional Areas

1. Social science and scientific methodology
2. Neuroscience and biological foundations
3. Lifespan human development
4. Cognition, learning, and memory
5. Sensation and perception
6. Theories of personality and motivation
7. Psychological disorders, evaluation, and treatment

### Course Objectives

1. Define selected terms in the field of psychology.
2. Summarize historical and contemporary topics in the field of psychology.
3. Examine the principles that apply to scientific research in psychology.
4. Describe the biological basis of neuroscience.
5. Summarize how sensation, perception, motivation, and emotion impact human experiences and behavior.
6. Evaluate the various theories of learning and memory.
7. Describe the relationship between cognition and mental abilities.
8. Use relevant developmental theories to compare and contrast human development characteristics occurring across different stages of the human lifespan.
9. Differentiate between the five primary theories of personality (trait, psychoanalytic/psychodynamic, humanistic, social-cognitive and biological).
10. Analyze the causes of stress in order to recommend the cognitive strategies that can be used to deal with stress and promote health.
11. Analyze the major psychological disorders and historical and contemporary treatments using the biopsychosocial approach.
12. Research topics of personality and motivation using the ITT Tech Virtual Library.
13. Make an oral presentation of research findings.

### Detailed Topical Outline

1. Introduction to Psychology and Research Methods
  - 1.1. Introduction to Psychology
  - 1.2. Origins of Psychology
  - 1.3. History of Psychology

- 1.4. Modern Perspectives
- 1.5. The Scientific Method
- 1.6. Ethical Guidelines
  
2. Neuroscience and Biological Foundations
  - 2.1. Our Genetic Inheritance
  - 2.2. Neural Bases of Behavior
  - 2.3. Nervous System Organization
  - 2.4. A Tour Through the Brain
  
3. Sensation, Perception, & States of Consciousness
  - 3.1. Sensation and the Five Senses
  - 3.2. Perceptual Interpretation
  - 3.3. Consciousness, Sleep and Dreaming
  - 3.4. Psychoactive Drugs
  - 3.5. Altering Consciousness Through Meditation and Hypnosis
  
4. Learning and Memory
  - 4.1. Theories of Learning
  - 4.2. Conditioning and Learning in Everyday Life
  - 4.3. Theories of Memory
  - 4.4. Forgetting and Memory Distortion
  - 4.5. Improving Memory
  - 4.6. Memory Accuracy – Eyewitness Testimony and False Memories
  
5. Thinking, Language and Intelligence
  - 5.1. Thinking
  - 5.2. Language
  - 5.3. Intelligence
  - 5.4. The Intelligence Controversy
  - 5.5. Problem-solving
  - 5.6. Creativity
  - 5.7. Language acquisition
  - 5.8. IQ
  - 5.9. Multiple Intelligences
  
6. Lifespan Human Development
  - 6.1. Studying Development
  - 6.2. Physical and Cognitive Development
  - 6.3. Deprivation and Development
  - 6.4. Social, Moral and Personality Development
  - 6.5. Effects of Sex, Gender and Culture on Development
  
7. Motivation and Emotion
  - 7.1. Theories and Concepts of Motivation
  - 7.2. Motivation and Behavior
  - 7.3. Theories and Concepts of Emotion

8. Theories of Personality and Social Psychology
  - 8.1. Social Perception
  - 8.2. Social Influence
  - 8.3. Theories of Personality
  - 8.4. Personality Assessment
  
9. Psychological Disorders and Their Treatment
  - 9.1. Studying Psychological Disorders
  - 9.2. Major Classifications of Psychological Disorders
  - 9.3. How Gender and Culture Affect Abnormal Behavior
  - 9.4. Treating Psychological Disorders
  - 9.5. Psychoactive Drugs
  
10. Health and Stress Management
  - 10.1. Understanding Stress
  - 10.2. Stress and Illness
  - 10.3. Health and Stress Management

## Learning Materials and References

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### Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Carpenter, S. and Huffman, K. (2013). <i>Visualizing psychology</i> (3 <sup>rd</sup> ed.). Hoboken, NJ: John Wiley and Sons, Inc.	■		

### Technology Requirements

Internet access

### Recommended Resources

#### Publisher Resources

##### Wiley Portal:

- Wiley Student Companion Site

Wiley offers a Student Companion Site for the course's required text. Log on to:

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118388062&bcsId=7858>

**Or** you can log on to [www.wiley.com](http://www.wiley.com), then type the text ISBN (1118388062) in the search bar on the upper right hand side of the web page and click the search button. You will then be taken to a screen with the text cover image and title listed. Click on the "Visit the Companion Sites" link under the text title and then click on the "Student Companion Site" link from the drop down menu.

(Note: This site is not password protected)

- Wiley Media Site

There are many media elements included in this course, including animations and videos. You can access all of the links to the media on a specific web site set up for ITT Technical Institute at: <http://mywiley.info/ITTPSYCHSTU>

Click on the book. Then, click on Student Resources. Choose the Unit. Accept the Agreement, enter the password, and log in. Choose the Unit one more time. Click on the media element to begin.

Password: ittstu

### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Books

You may click “Books” or use the “Search” function on the home page to find the following books.

ITT Tech Virtual Library> Books> Books24x7>

- Davidson, Janet E. and Robert J. Sternberg. *The Psychology of Problem Solving*. Cambridge, UK: Cambridge University Press, 2003.

ITT Tech Virtual Library> Books> Ebrary>

- Bennet, Paul. *Abnormal and Clinical Psychology: An Introductory Textbook*. 2<sup>nd</sup> Ed. Maidenhead, Berkshire, UK: Open University Press, 2006.
- Coriat, Isador H. *Abnormal Psychology*. New York: Routledge, 1999.
- Csikszentmihalyi, Mihaly and Isabella Selega Csikszentmihalyi, eds. *Life Worth Living: Contributions to Positive Psychology*. Oxford, UK: Oxford University Press, 2006.
- Lewin, Cathy and Bridget Somekh, eds. *Research Methods in the Social Sciences*. Thousand Oaks, CA: Sage Publications, 2004.
- Mantovani, Giuseppe. *Exploring Borders: Understanding Culture and Psychology*. London: Routledge, 2000.
- Matsumoto, David, ed. *Handbook of Culture and Psychology*. Oxford, UK: Oxford University Press, 2001.
- Statt, David A. *Concise Dictionary of Psychology*. New York: Routledge, 1998.
- Workman, Lance and Will Reader. *Evolutionary Psychology: An Introduction*. Cambridge, UK: Cambridge University Press, 2004.

#### Periodicals

The ITT Tech Virtual Library includes more than 400 publications that cover psychology. Listed below are a few that may be helpful in your studies:

ITT Tech Virtual Library > Periodicals > EbscoHost (all)

- **American Journal of Psychology**

“Reports of original experimental research, theoretical presentations, combined theoretical and experimental analyses, historical commentaries, shorter notes and discussions and reviews of books in the area of general experimental psychology”

▪ **Annual Review of Psychology**

“Critical review articles on significant developments in all aspects of psychology”

▪ **Current Psychology**

“Peer-reviewed coverage of empirical research from major areas of psychology, including social psychology; small groups & personality; human development; sensation; perception & cognition; clinical & abnormal psychology; & methodology & field research”

▪ **Developmental Psychology**

“Articles that advance knowledge and theory about human development across the lifespan, significant contributions to the study of growth and development, scholarly reviews, theoretical articles and social policy papers”

▪ **Educational Psychology Review**

“Peer-reviewed integrative papers in the field of general educational psychology; learning, cognition, measurement, motivation, individual differences, school-related counseling and development, the history of educational psychology and thematic issues”

▪ **Journal of Abnormal Psychology**

“Articles on basic research and theory in the broad field of abnormal behavior, its determinants and its correlates. Each article represents an addition to knowledge and understanding of abnormal behavior either in etiology, description or change.”

▪ **Journal of Community Psychology**

“Devoted to research, evaluation, assessment & intervention & review articles that deal with human behavior in community settings”

▪ **Journal of General Psychology**

“Articles on experimental, physiological and comparative psychology, including human and animal studies and mathematical and other theoretical investigations”

▪ **Journal of Genetic Psychology**

“Articles on research and theory in developmental and clinical psychology; biological, behavioral and social aspects of these fields; empirical research and exposition and criticism of theory”

▪ **Journal of Humanistic Psychology**

“The journal of the Association for Humanistic Psychology. Publishes experiential reports, theoretical papers, essays, and research studies in all aspects of humanistic psychology”

▪ **Journal of Psychology**



“Research and theoretical articles in the field of psychology with an emphasis on integrating divergent data and theories, new avenues of thinking and outrageous criticisms of the present status of the behavioral disciplines”

- **Journal of Sport & Exercise Psychology**

“Original research reports, theoretical papers and comprehensive reviews in all areas of sport and exercise psychology, motor control processes, studies of sport as a social institution or broader social issues”

- **Professional Psychology: Research & Practice**

“Publishes articles on the application of psychology, including the scientific underpinnings of the professional of psychology”

- **Psychology, Health & Medicine**

“Provides a forum to report on issues of psychology and health in practice”

- **Psychological Review**

“Articles that make important theoretical contributions in any area of scientific psychology, papers that advance theory and statements that are specifically theoretical for members of the American Psychological Association”

- **Psychology Today**

“Presents scientifically accurate psychological information for the layperson; includes book reviews and editorials”

**\*Note: All descriptions are taken from Ebsco Host database.**

### **Reference Resources**

You may click “Reference” or use the “Search” function on the home page to find the following reference resources.

ITT Tech Virtual Library > Reference > Grammar, Writing, and Style

- [APA Style](#)  
Style information from the American Psychological Association
- [Plagiarism: What It Is and How to Recognize and Avoid It](#)  
An article by the Writing Tutorial Services, Indiana University, Bloomington, IN
- [Writing Guides](#)  
Writing information from the Writing Center at Colorado State University

### **External Resources**

The following web sites may be found **outside** of the ITT Tech Virtual Library.

#### Professional Associations

- American Psychological Association  
<http://www.apa.org>  
Home page for the American Psychological Association

- Association for Psychological Science  
<http://www.psychologicalscience.org>  
Professional organization for the advancement of scientifically oriented psychology
- American Psychiatric Association  
<http://www.psych.org>  
Professional organization for psychiatrists; this site has news accessible to non-members

### Web Sites

- Encyclopedia of Psychology  
<http://www.psychology.org>  
Collection of psychology-related content and links
- AllPsych Online: The Virtual Psychology Classroom

### **Information Search**

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Scientific Method
- Neuroscience
- Perception
- States of Consciousness
- Intelligence
- Human Development
- Motivation
- Emotion
- Personality
- Psychological Disorders

## Suggested Learning Approach

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In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> <li>▪ Do take a proactive learning approach</li> <li>▪ Do share your thoughts on critical issues and potential problem solutions</li> <li>▪ Do plan your course work in advance</li> <li>▪ Do explore a variety of learning resources in addition to the textbook</li> <li>▪ Do offer relevant examples from your experience</li> <li>▪ Do make an effort to understand different points of view</li> <li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Don't assume there is only one correct answer to a question</li> <li>▪ Don't be afraid to share your perspective on the issues analyzed in the course</li> <li>▪ Don't be negative about the points of view that are different from yours</li> <li>▪ Don't underestimate the impact of collaboration on your learning</li> <li>▪ Don't limit your course experience to reading the textbook</li> <li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day</li> </ul>

### Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of a theory component. Your progress will be regularly assessed through assignments, exercises, quizzes, a course project, and a final exam.

### Out-of-Class Work

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class

activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the "Course Outline" section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## Course Outline

<b>Unit 1: INTRODUCTION TO PSYCHOLOGY AND RESEARCH METHODS</b>				<b>Total outside work: 11 hours</b>
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Describe psychology as an emerging scientific field.</li> <li>▪ Examine the role of women and minorities in the evolution of psychology as a field.</li> <li>▪ Differentiate between the perspectives of early psychologists.</li> <li>▪ Explain the science behind psychology.</li> <li>▪ Identify the scientific methodology incorporated in social science research.</li> <li>▪ Investigate the principles that apply to scientific research in psychology and the standards and protections outlined by the APA Code of Ethics.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapter 1		29
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			1 hr
	Work on Unit 1 Assignment 1: Biographical Case Study			2 hrs
	Work on Unit 1 Assignment 2: Using the Scientific Method			2 hrs
	Work on Unit 1 Exercise 1: Ethics in Experimental Research			3 hrs
Study for the quiz			3 hrs	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 1 Assignment 1: Biographical Case Study		1%
		Unit 1 Assignment 2: Using the Scientific Method		1%
	Exercise	Unit 1 Exercise 1: Ethics in Experimental Research		3%

<b>Unit 2: NEUROSCIENCE AND BIOLOGICAL FOUNDATIONS</b>				<b>Total outside work: 7 hours</b>
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Describe the biological basis of behavioral neuroscience.</li> <li>▪ Identify the major elements and structures of the nervous system and brain.</li> <li>▪ Investigate research in evolutionary studies, molecular and behavior genetics, and real world cases in which the effects of brain and spinal cord damage are visible.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapter 2		31
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			1 hr
	Work on Unit 2 Assignment 1: Ethical Issues in Molecular and Behavioral Genetics Research			2 hrs
	Work on Unit 2 Exercise 1: Real World Case Studies of Brain Injury Study			3 hrs 1 hr
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 2 Assignment 1: Ethical Issues in Molecular and Behavioral Genetics Research		1%
	Exercise	Unit 2 Exercise 1: Real World Case Studies of Brain Injury		3%
	Quiz	Unit 2 Quiz 1		5%

<b>Unit 3: SENSATION, PERCEPTION, &amp; STATES OF CONSCIOUSNESS</b>				<b>Total outside work:</b> 11 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Summarize how sensation and perception impact human experiences.</li> <li>▪ Describe the process of how raw sensory stimuli are used and processed by the brain.</li> <li>▪ Compare and contrast the types of sleep disorders.</li> <li>▪ Compare and contrast the theories of sleeping and dreaming.</li> <li>▪ Apply knowledge about the effects of sleep deprivation and disruption through self-assessment and reflection to develop a plan for healthier sleep routines.</li> <li>▪ Explain the effects of psychoactive drugs on consciousness.</li> <li>▪ Describe the various forms of meditation and hypnosis and the myths versus facts about these altered states of consciousness.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Carpenter and Huffman	Chapters 4-5		59
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Work on Unit 3 Assignment 1: Sensation and Perception of the Human Senses			2 hrs
	Work on Unit 3 Exercise 1: Circadian Rhythms, Sleep Disorders and Deprivation			3 hrs
	Work on Project 1 Part 1: Project Topic			3 hrs
Study			1 hr	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Assignment	Unit 3 Assignment 1: Sensation and Perception of the Human Senses		1%
	Exercise	Unit 3 Exercise 1: Circadian Rhythms, Sleep Disorders and Deprivation		3%

<b>Unit 4: LEARNING AND MEMORY</b>				<b>Total outside work: 14 hours</b>
Upon completion of this unit, students are expected to:				
<ul style="list-style-type: none"> <li>▪ Compare and contrast the various theories of learning and memory.</li> <li>▪ Demonstrate classical conditioning.</li> <li>▪ Develop a formalized plan for improving learning</li> <li>▪ Explain the key factors in observational learning.</li> <li>▪ Describe the duration and capacity of short-term, long-term and sensory memory.</li> <li>▪ Summarize the primary theories of forgetting.</li> <li>▪ Explain factors that contribute to forgetting.</li> <li>▪ Suggest ways to improve memory for academic success.</li> <li>▪ Illustrate the impact of memory on accurate eyewitness testimony.</li> <li>▪ Explain the controversy behind repressed/ false memories.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapters 6-7		53
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			2 hrs
	Work on Unit 4 Assignment 1: Operant Conditioning in Action			2 hrs
	Work on Unit 4 Assignment 2: Improving Memory Encoding, Storage and Retrieval			2 hrs
	Work on Unit 4 Exercise 1: The Implications of Memory Distortion			3 hrs
	Work on Project 1 Part 2: Project References			3 hrs
	Study for the quiz			2 hrs
<b>GRADED ACTIVITIES / DELIVERABLES</b>	Unit 3 Project Part 1: Project Topic	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 4 Assignment 1: Operant Conditioning in Action		1%
	Assignment	Unit 4 Assignment 2: Improving Memory Encoding, Storage and Retrieval		1%
	Exercise	Unit 4 Exercise 1: The Implications of Memory Distortion		3%
	Project	Project 1 Part 1: Project Topic (Assigned Unit 3)		2%



<b>Unit 5: THINKING, LANGUAGE AND INTELLIGENCE</b>				<b>Total outside work:</b> 7 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Demonstrate how mental imagery, concepts, and prototypes facilitate thinking.</li> <li>▪ Explain the biological processes behind thinking.</li> <li>▪ Describe the relationship between cognition and mental abilities.</li> <li>▪ Explain the problem-solving process.</li> <li>▪ Identify the building blocks of language.</li> <li>▪ Compare and contrast the prevailing theories of language and thought.</li> <li>▪ Analyze the theories of intelligence.</li> <li>▪ Assess multiple intelligences.</li> <li>▪ Evaluate the importance of standardization, reliability, and validity to scientifically acceptable psychological tests.</li> <li>▪ Evaluate how genetics and the environment shape intelligence.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapter 8		27
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			1 hr
	Unit 5 Assignment 1: Thinking and Language			2 hrs
	Unit 5 Exercise 1: The Intelligence Controversy			3 hrs
Study			1 hrs	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 5 Assignment 1: Thinking and Language		1%
	Exercise	Unit 5 Exercise 1: The Intelligence Controversy		3%
	Quiz	Unit 5 Quiz 2		5%
	Project	Project 1 Part 2: Project References (Assigned Unit 4)		2%

<b>Unit 6: LIFESPAN HUMAN DEVELOPMENT</b>				<b>Total outside work:</b> 10 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Compare and contrast the physical, cognitive, and social development characteristics occurring across different stages of the human lifespan.</li> <li>▪ Describe cultural differences in adolescent development.</li> <li>▪ Compare and contrast differing theories of human lifespan development.</li> <li>▪ Compare and contrast parenting styles.</li> <li>▪ Explain the nature versus nurture debate using real-world cases.</li> <li>▪ Explain the role of attachment in social development.</li> <li>▪ Apply Kohlberg's theory to a case.</li> <li>▪ Evaluate personality disorders, problematic attachment patterns, and learning disabilities in terms of human lifespan development.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapters 9-10		53
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			2 hrs
	Work on Unit 6 Assignment 1: Deprivation and Development			2 hrs
	Work on Unit 6 Assignment 2: Applying Kohlberg's Theory to the Heinz Dilemma			2 hrs
	Work on Unit 6 Exercise 1: Social and Moral Development			3 hrs
Study			1 hr	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 6 Assignment 1: Deprivation and Development		1%
	Assignment	Unit 6 Assignment 2: Applying Kohlberg's Theory to the Heinz Dilemma		1%
	Exercise	Unit 6 Exercise 1: Social and Moral Development		3%

<b>Unit 7: MOTIVATION AND EMOTION</b>				<b>Total outside work:</b> 11 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Analyze the effects of motivation and emotion on perception, cognition, and behavior.</li> <li>▪ Compare and contrast the major theories of motivation.</li> <li>▪ Explain internal and external factors that direct motivation and behavior.</li> <li>▪ Describe the physiological, cognitive, and behavioral elements of emotion.</li> <li>▪ Describe the limitations of using physiological measurements to detect truth and lies.</li> <li>▪ Explain the role of culture in the expression of emotion.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Carpenter and Huffman	Chapter 11		29
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment			1 hr
	Work on Unit 7 Assignment 1: Is Maslow’s Hierarchy of Needs Universal?			2 hrs
	Work on Unit 7 Exercise 1: Polygraph Testing – Does it Work?			3 hrs
	Work on Project 1 Part 3: First Draft Analysis			3 hrs
	Study for the quiz			2 hrs
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Assignment	Unit 7 Assignment 1: Is Maslow’s Hierarchy of Needs Universal?		1%
	Exercise	Unit 7 Exercise 1: Polygraph Testing – Does it Work?		3%

<b>Unit 8: THEORIES OF PERSONALITY AND SOCIAL PSYCHOLOGY</b>				<b>Total outside work: 8 hours</b>
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Explain how cognitive dissonance can change attitudes and/or behaviors.</li> <li>▪ Explain the three theories of prosocial behavior.</li> <li>▪ Distinguish conformity from obedience.</li> <li>▪ Describe Milgram's obedience study.</li> <li>▪ Explain the psychology behind how humans relate to, influence, and are impacted by interactions with others.</li> <li>▪ Describe the psychodynamic, humanistic, trait, biological, and social-cognitive theories of personality.</li> <li>▪ Describe the major methods relied upon by psychologists to assess personality.</li> <li>▪ Evaluate personality assessments.</li> </ul>				
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Carpenter and Huffman	Chapters 12 and 15		57
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Work on Unit 8 Assignment 1: Why Do We Conform?			2 hrs
	Work on Unit 8 Exercise 1: Freud's Psychoanalytic Theory			3 hrs
	Study			1 hr
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Assignment	Unit 8 Assignment 1: Why Do We Conform?		1%
	Exercise	Unit 8 Exercise 1: Freud's Psychoanalytic Theory		3%
	Quiz	Unit 8 Quiz 3		5%
	Project	Project 1 Part 3: First Draft Analysis (Assigned Unit 7)		2%

<b>Unit 9: PSYCHOLOGICAL DISORDERS AND THEIR TREATMENT</b>				
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>▪ Analyze the classifications of major psychological disorders using the biopsychosocial approach.</li> <li>▪ Explain the impact of culture on the definition of abnormal and meaning of disordered behavior.</li> <li>▪ Explain the symptoms and the potential causes, effects and treatments for anxiety and mood disorders.</li> <li>▪ Describe the historical and contemporary methodologies used to treat psychological disorders.</li> <li>▪ Explain the difference between psychological and physical drug dependence.</li> <li>▪ Summarize the differences between the four major types of psychoactive drugs.</li> <li>▪ Contrast the effects of various psychoactive drugs on the nervous system.</li> </ul>				<b>Total outside work:</b> 11 hours
READING ASSIGNMENT	Author	Chapter/Title	Pages (if necessary)	Total Pages
	Carpenter and Huffman	Chapter 5	pp. 130-137	8
		Chapters 13-14		61
OUT-OF-CLASS WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Work on Unit 9 Assignment 1: Anxiety and Mood Disorders			2 hrs
	Work on Unit 9 Assignment 2: Gender and Cultural Effects on Abnormal Behavior			2 hrs
	Work on Unit 9 Exercise 1: Schizophrenia			3 hrs
	Study			2 hrs
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title		Grade Allocation (% of all graded work)
	Assignment	Unit 9 Assignment 1: Anxiety and Mood Disorders		1%
	Assignment	Unit 9 Assignment 2: Gender and Cultural Effects on Abnormal Behavior		1%
	Exercise	Unit 9 Exercise 1: Schizophrenia		3%

**Unit 10: HEALTH AND STRESS MANAGEMENT**

Upon completion of this unit, students are expected to:

- Describe the causes of stress.
- Explore the effects of stress on health and human behavior.
- Assess levels of stress.
- Explain the various strategies for stress management and maintenance of positive health.
- Explain four serious illnesses influenced by stress.
- Recommend strategies for preventing stress-related illness and treatments for existing illness.
- Compare strategies for coping with stress in different situations.
- Compare and contrast resources for stress management.

**Total  
outside  
work:**  
14 hours

<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Chapter 3		21
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			1 hr
	Work on Unit 10 Assignment 1: Stress and Serious Illness			2 hrs
	Work on Unit 10 Exercise 1: Coping with Stress			3 hrs
	Work on Project 1 Part 4: Final Draft			3 hrs
Study for the final exam			5 hrs	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 10 Assignment 1: Stress and Serious Illness		1%
	Exercise	Unit 10 Exercise 1: Coping with Stress		3%

<b>Unit 11: COURSE REVIEW, FINAL EXAMINATION, AND PROJECT PRESENTATION</b>				<b>Total outside work: 7 hours</b>
Upon completion of this unit, students are expected to:				
<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of all course objectives.</li> </ul>				
<b>READING ASSIGNMENT</b>	<b>Author</b>	<b>Chapter/Title</b>	<b>Pages (if necessary)</b>	<b>Total Pages</b>
	Carpenter and Huffman	Review all assigned readings		428
<b>OUT-OF-CLASS WORK</b>	<b>Activity</b>			<b>Estimated Time</b>
	Complete the reading assignment			2 hrs
	Work on the Project Presentation			5 hrs
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>		<b>Grade Allocation (% of all graded work)</b>
	Exam	Final Exam		30%
	Project	Project 1 Part 4: Final Draft (ePortfolio) (Assigned in Unit 10)		3%
	Project	Project 1 Part 5: Presentation		2%

Note: Your instructor may add a few learning activities that are ungraded.

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	In-Class	Out-of-Class	Weight
Assignment	1%	13%	14%
Exercise	1%	29%	30%
Quiz	15%	0%	15%
Project	1%	10%	11%
Exam	30%	0%	30%
<b>TOTAL</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

## Academic Integrity

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All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*