



**UNIVERSITY OF
NORTHWESTERN**
— ST. PAUL —

OFFICE OF ADULT
& GRADUATE STUDIES

PSY1009

General Psychology

SYLLABUS

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PSY1009 General Psychology

University of Northwestern – St. Paul

COURSE DESCRIPTION

A study of human behavior. Attention is given to methodology and concepts in the areas of learning, motivation, emotions, perception, intelligence, and personality.

Credits: 4

Prerequisites: None

INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Define basic psychological terms and concepts
- CO-2. Apply psychological concepts that attempt to understand oneself and others
- CO-3. Describe viable applications of various theoretical perspectives on human nature and development
- CO-4. Identify some of the issues concerning the integration of biblical principles with the subject of psychology
- CO-5. Evaluate some of the strengths and limitations within the discipline of psychology

MATERIALS

Required Textbooks and Materials

Myers, David G. *Exploring Psychology*. Edition: 9. Publisher: New York, NY: Worth Publishers. Year: 2014

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Weight
Discussion Forums (8)	20
Reflection Essays (2)	20
Synthesis Papers	30
Application Papers	<u>30</u>
Total	100

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement/Disability Services Statement

UNW students seeking academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to immediately notify Disability Services.

In addition to Disability Services, Academic Achievement houses the following programs for further academic success:

- Writing & Testing Center, N4012 • 651-628-3316
- CLT (cultural, language, or other significant transitions)
- Academic Coaching

Contact Academic Achievement for more information:

- academicachievement@unwsp.edu • 651-631-5292 • N4015
(Revised July 2019)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curriculum, students are expected to participate in all course activities. Students must contact their instructor in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical, family, or work-related emergency. Students should refer to their course syllabus and/or instructor for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

Submission Standards

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

Introduction and Overview

The purpose of this course is to provide you with a general overview of the field of psychology. The overview gives attention to the methods used in psychological research, various theories of human development, learning, perception, motivation, and emotions. Attention is also given to theories of psychological disorders and therapies.

A variety of opinions exist about the worth of psychology as science as well as its appropriateness as a source of information for Christians. It is important for you to understand that both Christians and non-Christians vary in their views on the scientific nature of psychology and the effectiveness of psychological therapies. This course does not purport to resolve these issues. However, it is accepted that the field of psychology does have worth, and it is the responsibility of Christians to test all things and hold to what is good.

Engage in critical thinking when reading and discussing the concepts in this course. The instructor is able to assist in this process, but is not expected to offer a definitive answer on issues. Rather, you are encouraged to formulate your own perspectives.

ASSIGNMENTS

See the course site for complete details on the assignments.

Online Discussion Forums

Forums provide a framework for dynamic learning outside of the classroom through collaboration, critical thinking and scholarly response. In order for all learners to achieve the maximum benefit, each learner must participate on time and be engaged in forum discussions. Initial posts are due on Day 3. Replies to classmates' posts are due on Day 5. Each entry is expected to be clear and concise, and use correct spelling, grammar, and appropriate vocabulary. Replies should seek to move the discussion forward in a meaningful and insightful manner. The quality of content is more important than its length.

For a better understanding of how you will be graded on this assignment, refer to the Forums Discussion rubric under Course Resources.

Papers

Marking Criteria for each assignment can be found by clicking on the assignment submission point in the course site.

Brain Analogy Paper

For this assignment, you are to create a brain analogy. You can compare the brain to a house, a sports team, a cake recipe, etc. Your creativity is your limit! Select an analogy with sufficient options to represent the parts and functions of the brain, and write a description of your analogy and how the brain and its functions fit. An example might be, "The brain is like an orchestra. The base drum is the medulla, controlling the beat of the music like the medulla controls the heartbeat." You may upload photos and include your explanations on a word document. This paper has a 500-word minimum.

Case Study Development Paper

For this assignment, develop a story of an adolescent that demonstrates the physical, cognitive, moral, and social development, as well as parent and peer influence. This can even be your own story, but be sure to use a different name and write it from a scientific observer's perspective and in the third person. Be sure to include specific behaviors that reflect each of these different areas of development.

This paper has a 500-word minimum.

Healthy Sexuality Reflection Essay

The book discusses human sexuality in terms of the physiology and the psychology of sex. Based on what you have read in the text and in scripture, what do you understand to be "healthy" sexuality? Please use biblical support in your response. This essay has a 500-word minimum.

Operant Conditioning Shaping Paper

During a past semester, some UNW psychology students decided to train one of their professors to teach his course from the doorway at the front of the classroom. The students identified what it was the professor found reinforcing (he loved it when students took notes), and every time he approached the right side of the room, the students bent their heads to their papers or laptops and took copious notes. When the professor would wander to the left side of the room, the students would relax their posture, stare out the window, pick at their nails, or gaze at the ceiling. After he learned to only hover on the right side of the room, they increased the shaping of his behavior: they only took notes when he was within five feet of the door, then within arm's reach of the door, and then only when he stood at the door. Sure enough, through systematic cooperation of the group of students in the front of the class who were all part of the project to reinforce the professor, the professor eventually was spending more than 75% of each lecture teaching while leaning against the door frame!

For this assignment, you are to create a learning experiment you could apply to someone in your own life; a pet, a parent, a teacher, or yourself. Would you train your sibling or roommate to make you a sandwich every afternoon? Train your dad to wash your car? You are not instructed to apply this experiment, simply write up what you would do were you to apply it. Who would you train? What would be the goal or desired outcome? What kind of reinforcement would you use, why did you select that reinforcement, and which schedule of reinforcement would you use? When might extinction or generalization occur? Try to be as complete in your plan as possible to demonstrate that you understand and can apply the concepts of operant conditioning. This paper has a 500-word minimum.

Cognitive Strategies Reflection Essay

Consider the value of the cognitive strategies of problem solving (algorithms, heuristics, or insight). Where have you seen (or even personally used) one of these methods of problem solving? This essay has a 500-word minimum.

Coping Strategies Paper

There are a variety of coping strategies one can employ to manage stress: some of them healthy and adaptive (adaptive meaning useful in accomplishing a goal), some unhealthy and maladaptive (maladaptive meaning creating greater obstacles or complicating the existing stressor). You may find people disagree on the adaptive/maladaptive nature of some of them; for example, sleep might be very adaptive in that it helps you get rested when you are sleep deprived, yet it can be maladaptive when it is used as a way to shut down and ignore the problem that is causing the stress. What are some healthy coping strategies one might use in times of stress? What are some unhealthy ones that might cause the stress to continue or even get worse?

Create a list of at least ten coping strategies. After you have compiled the list, create a continuum of healthy to unhealthy coping strategies.

Here is a very simple example:

Healthy ----->Unhealthy

1,2,3,4,5 6,7 8,9 10 11,12,13

1. Prayer
2. Music
3. Cleaning
4. Exercise
5. Petting a cat
6. Watching the Packers
7. Starbucks mocha
8. Talking with a friend
9. Chocolate
10. Video Games
11. Drinking
12. Drugs
13. Running away

Why did you place each of these coping behaviors where they are on the continuum?

Did you have difficulty placing these behaviors definitively on the continuum? Why?

This paper has a 500-word minimum.

Violation of Social Norms Paper

“Social norms” are expected rules that govern behavior in any given society. These make society run smoothly and, when these social norms are followed, they provide comfort and ease for all the members. Examples in our society might include facing forward in an elevator when riding with strangers; sitting a comfortable distance away from someone else on a bench; holding a door open for someone entering a building right behind you. Violating a social norm might be spitting on the floor, standing too close to someone else when speaking to them, or asking someone to give up his or her seat on a city bus. These norms are not laws and they are not written down anywhere, but if broken, would cause social discomfort.

For this assignment, you will select a social norm to violate. If you are not sure if what you have selected is a social norm, check with the instructor to be certain it would qualify. When completing this project, it is absolutely critical that you do this alone. *Do not* invite a friend or family member along to observe. We do not want any unsuspecting participant to feel he or she is being watched, laughed at, or victimized. Also, this cannot be a previous act but must be a new activity specific to this assignment.

After you violate the norm, write an essay describing:

1. What you did
2. Why it was a social norm violation
3. What it was like to complete it
4. How did others respond to you?
5. Did you find this exercise too difficult to complete? If so, write about those difficulties showing genuine self-reflection
6. Finally, how did this exercise help you understand (or develop greater compassion for) refugees, the disabled, the mentally ill, or people who might not “fit the norm”?

Here are some examples of past social norm violation submissions:

- Walked around the grocery store and affirmed other shoppers grocery selections (“Kidney beans are such a healthy choice: high fiber and so delicious!” “Yum, soup! Comfort food!” “I’ve never tried that flavor of chips – they look really good!”)
- Shopped for her groceries out of other people’s’ shopping carts (but she only took items that would be easy to replace and from people who seemed easily able to replace them).
- Walked through the Mall of America with an open golf umbrella (she even went to Nordstrom’s makeup counter and asked for a makeover, and the beauty specialist did the entire makeover under the opened umbrella and never asked about it).
- Walked around a fast-food restaurant asking customers if he could have a french-fry.
- Sat at a table with a stranger at a crowded fast food restaurant.
- Cut in line at the movie theater concession stand.
- Wore her swimsuit on the outside of her clothes through an entire school day.

This paper has a 500-word minimum.

Psychology and God's Design Reflection Essay

God reveals His truth both through special revelation (the Bible), and through general revelation (mathematics, geology, chemistry, biology, and other sciences). As you reflect on this course and the materials you have read, viewed and heard, what is one area of psychology where you see God revealing His design? Explain your answer. This essay has a 500-word minimum.

COURSE SCHEDULE

Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: Critical Thinking and the Biology of the Mind

- Read Myers, Prologue, Chapters 1 and 2
- View Myers, Chapter 1 and 2 PowerPoints
- View Week 1 Video and Web Overview
- View "Understanding Research" video (26:37)
- View "The Behaving Brain" video (26:37)
- View "Genes to Cognition" Website
- View "Jimmy Fallon: Exploring the Mind of a Killer" video (6:32)
- View "Iain McGilchrist: The Divided Brain" video (11:48)

Day 3

- Post initially to forum: Psychology and Challenges

Day 5

- Post replies to the forum: Psychology and Challenges

Day 7

- Submit Brain Analogy paper

Week 2: Consciousness and Development

- Read Myers, Chapters 3 and 4
- View Myers, Chapter 3 and 4 PowerPoints
- View Week 2 Video and Web Overview

- View “Alexander Tsiaras: Conception to Birth” video (9:37)
- View “Piaget's Stages of Development” video (6:17)
- View “Teenagers are God's Revenge” video (:36)
- View “Couple Playing Piano” video (1:14)
- View “The Developing Child” video (26:37)
- View “The Mind Awake and Asleep” video (26:37)

Day 3

- Post initially to forum: Dreams

Day 5

- Post replies to the forum: Dreams

Day 7

- Submit Case Study Development paper

Week 3: Gender and Sexuality, and Consciousness

- Read Myers, Chapters 5 and 6
- View Myers, Chapter 5 and 6 PowerPoints
- View Week 3 Video and Web Overview
- View “David Dean on Gender Differences” video (2:57)
- View “Dr. Phillip Zimbardo on the Demise of Guys” video (4:46)
- View “Dr. Hanna Rosin on New Data on the Rise of Women” video (16:12)
- View “Sensation and Perception” video (26:37)
- View “Sex and Gender” video (26:37)
- View “Synesthesia” video (8:58)
- View “The Monkey Business Illusion” video (1:51)

Day 3

- Post initially to forum: Sensory Illusion Exercise

Day 5

- Post replies to the forum: Sensory Illusion Exercise

Day 7

- Submit Healthy Sexuality Reflection Essay

Week 4: Learning and Memory

- Read Myers, Chapters 7 and 8
- View Myers, Chapter 7 and 8 PowerPoints

- View Week 4 Video and Web Overview
- View “Classical Conditioning” video (3:09)
- View “Learning” video (26:37)
- View “The Mind Hidden and Divided” video (26:37)
- View “The Man With No Short-term Memory” video (26:37)
- View “The Woman Who Could Not Forget” video (8:59)

Day 3

- Post initially to forum: Flashbulb Memories

Day 5

- Post replies to the forum: Flashbulb Memories

Day 7

- Submit Operant Conditioning Shaping paper

Week 5: Thinking, Language, Intelligence, Motivation, and Emotion

- Read Chapters 9 and 10
- View Myers, Chapter 9 and 10 PowerPoints
- View Week 5 Video and Web Overview
- View “Patricia Kuhl on The Linguistic Genius of Babies” video (10:17)
- View “Apps for Autism on the iPad” video (13:07)
- View “Language Development” video (26:37)
- View “Testing and Intelligence” video (26:37)
- View “Motivation and Emotion” video (26:37)
- View “Facial Expression” website
- View “Dying to be Thin” video (53:40)

Day 3

- Post initially to forum: Social Networking

Day 5

- Post replies to the forum: Social Networking

Day 7

- Submit Cognitive Strategies Reflection Essay

Week 6: Stress, Health, Human Flourishing, and Personality

- Read Chapters 11 and 12
- View Myers, Chapter 11 and 12 PowerPoints
- View Week 6 Video and Web Overview

- Complete "Stress Assessment Scale"
- View "Brain Shrinking Effect of Stress" video (5:00)
- View "Yale Center for Faith and Culture" website
- View "The Self" video (26:37)
- View "Health, Mind, and Behavior" video (26:37)
- View "Impact of Your Birth Order" video (7:35)
- View "Oh, the Temptation!" video (3:45)

Day 3

- Post initially to forum: Biblical Construct of 'Self'

Day 5

- Post replies to the forum: Biblical Construct of 'Self'

Day 7

- Submit Coping Strategies paper

Week 7: Social Psychology Psychological Disorders

- Read Chapters 13 and 14
- View Myers, Chapter 13 and 14 PowerPoints
- View Week 7 Video and Web Overview
- View "OCD Hoarding" video (10:06)
- View "Living with Schizophrenia" video (15:34)
- View "Psychopathology" video (26:37)
- View "Cultural Psychology" video (26:37)
- View "Asch Conformity Experiment" video (4:10)
- View "Famous Zimbardo Prison Study" website

Day 3

- Post initially to forum: Distressful/Dysfunctional?

Day 5

- Post replies to the forum: Distressful/Dysfunctional?

Day 7

- Submit Violation of Social Norm paper

Week 8: Therapy and Psychology in Other Domains

- Read Chapter 15 and Appendix A, B, and C
- View Myers, Chapter 15 PowerPoint
- View Week 8 Video and Web Overview

- View “Psychotherapy” video (26:37)
- View “Applying Psychology in Life” video (26:37)
- View “The New Era of Positive Psychology” video (23:42)
- View “The Happy Secret to Better Work” video (12:20)
- Post replies to the forum: Helping Profession Criteria

Day 3

- Post initially to forum: Helping Profession Criteria

Day 5

- Post replies to the forum: Helping Profession Criteria

Day 7

- Submit Psychology and God's Design Reflection Essay