

## Syllabus

### Course Overview

In this course, you will continue your academic journey as you develop the foundational skills expected of a psychology professional: skills in critical thinking, information literacy, and writing. In short, you will develop a psychology perspective. Upon completion of this course, you will have further developed the foundational tools and knowledge to continue your journey toward completion of your Bachelor of Science degree in psychology.

### Kaltura Activities

As part of this course, you have the option to record a PowerPoint presentation using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply information literacy skills.
- 2 Apply foundational psychological principles to relevant topics in psychology.
- 3 Apply critical thinking to problems in the field of psychology.
- 4 Apply self-regulation skills to online learning.
- 5 Examine the field of psychology for career planning.
- 6 Demonstrate effective oral or written communication skills.

### Course Prerequisites

For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners may only earn credit for PSYC3002 or PSYC-FP3002 or PSYC3003. Prerequisite(s): PSYC1003. Cannot be fulfilled by transfer or prior learning assessment.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Landrum, R. E., & Davis, S. F. (2020). *The psychology major: Career options and strategies for success* (6th ed.). Hoboken, NJ: Pearson. ISBN: 9780135705100.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adachi, P. J. C., & Willoughby, T. (2011). [The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence?](#) *Psychology of Violence*, 1(4), 259–274.
- Greitemeyer, T. (2013). [Playing video games cooperatively increases empathic concern](#). *Social Psychology*, 44(6), 408–413.
- Hollingdale, J., & Greitemeyer, T. (2013). [The changing face of aggression: The effect of personalized avatars in a violent video game on levels of aggressive behavior](#). *Journal of Applied Social Psychology*, 43(9), 1862–1868.
- Hull, J. G., Brunelle, T. J., Prescott, A. T., & Sargent, J. D. (2014). [A longitudinal study of risk-glorifying video games and behavioral deviance](#). *Journal of Personality and Social Psychology*, 107(2), 300–325.
- Lobel, A., Engels, R. C. M. E., Stone, L. L., & Granic, I. (2019). [Gaining a competitive edge: Longitudinal associations between children's competitive video game playing, conduct problems, peer relations, and prosocial behavior](#). *Psychology of Popular Media Culture*, 8(1), 76–87.
- Markey, P. M., Markey, C. N., & French, J. E. (2015). [Violent video games and real-world violence: Rhetoric versus data](#). *Psychology of Popular Media Culture*, 4(4), 277–295.
- Skillsoft. (n.d.). [Microsoft PowerPoint 2016 for Mac: Building and structuring a presentation \[Tutorial\]](#).
- Skillsoft. (n.d.). [PowerPoint Office 365 \(Windows\): Creating presentations \[Tutorial\]](#).

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Baggett, S. (2017). [How to write a strong thesis statement \[Blog post\]](#). Retrieved from <http://www.easybib.com/guides/how-to-write-a-strong-thesis-statement/>
- Blackboard Help. (n.d.). [Student: Get started with SafeAssign](#). Retrieved from [https://help.blackboard.com/SafeAssign/Student/Get\\_Started](https://help.blackboard.com/SafeAssign/Student/Get_Started)
- Blackboard Help. (n.d.). [Student: SafeAssign originality report](#). Retrieved from [https://help.blackboard.com/SafeAssign/Student/Originality\\_Report](https://help.blackboard.com/SafeAssign/Student/Originality_Report)
- Capella University. (n.d.). [Career mentoring](#). Retrieved from <https://capella.peoplegrove.com/hub/capella/program/career-mentoring2/about>
- Foundation for Critical Thinking. (n.d.). [Distinguishing between inferences and assumptions](#). Retrieved from <http://www.criticalthinking.org/pages/distinguishing-between-inferences-and-assumptions/484>
- Foundation for Critical Thinking. (n.d.). [Elements of thought](#). | [Transcript](#) <http://www.criticalthinking.org/ctmodel/logic-model1.htm>
- LearningEngineer.com. (2013, May 30). [Reviewing a web site for credibility \[Video\]](#). | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=Q2YAob-oKrw>
- MacIver, D. R. (2017, February 11). [Thinking through the implications](#). David R. Maciver. <https://www.drmaciver.com/2017/02/thinking-through-the-implications/>
- Marston, D. (2019). [Are some people just lazy? \[Blog post\]](#). Retrieved from <https://www.psychologytoday.com/us/blog/comparatively-speaking/201901/are-some-people-just-lazy>
- Meegan, G. (2012, August 26). [Concepts in critical thinking \[Video\]](#). | [Transcript](#) YouTube. [https://www.youtube.com/watch?v=\\_iGkBychY-0](https://www.youtube.com/watch?v=_iGkBychY-0)
- Meegan, G. (2012, March 22). [Point of view in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=VuXf6w3uxKg>
- Meegan, G. (2012, October 6). [Assumptions in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=tfM5-pY5YXs>
- Meegan, G. (2012, October 6). [Implications and consequences in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=wrDX-1rAHOA>
- Meegan, G. (2012, October 6). [Purpose in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=tAPgRHPCQEA>
- Meegan, G. (2012, October 7). [Interpretation and inference in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=xzD3Xsi3luM>
- Meegan, G. (2012, October 7). [Question at issue in critical thinking \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=zZvJPbQRnQ0>
- Meegan, G. (2013, July 26). [The elements of thought – An introduction \[Video\]](#). YouTube. <https://www.youtube.com/watch?v=Z8Duz6MzB1U>
- Microsoft. (n.d.). [Add speaker notes to your slides](#). Office Support. <https://support.office.com/en-us/article/add-speaker-notes-to-your-slides-26985155-35f5-45ba-812b-e1bd3c48928e#OfficeVersion=Windows>
- MyPerfectResume. (n.d.). [How to write a resume](#). Retrieved from <https://www.myperfectresume.com/how-to-write-a-resume>
- Pedersen, T. (2018). [Can more trees at disadvantaged schools hike math scores?](#) Retrieved from <https://psychcentral.com/news/2018/09/26/can-more-trees-at-disadvantaged-schools-hike-math-scores/139011.html>
- QUT Library. (2015, September 3). [How to paraphrase \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=SOBGEcok06U>
- Rabin, R. C. (2018). ['I'll have the cake.' The music made me do it](#). Retrieved from <https://www.nytimes.com/2018/05/31/well/eat/ill-have-the-cake-the-music-made-me-do-it.html>
- Reading Pioneers Academy. (2015, December 13). [Debate skill: Argument building \[Video\]](#). | [Transcript](#) YouTube. <https://www.youtube.com/watch?v=1zZ4YEuThRw>

- Reading Pioneers Academy. (2016, January 10). *Debate lesson: Refutation and rebuttal* [Video]. | [Transcript](https://www.youtube.com/watch?v=l6_6i-OJ_e4) YouTube. [https://www.youtube.com/watch?v=l6\\_6i-OJ\\_e4](https://www.youtube.com/watch?v=l6_6i-OJ_e4)
- Stansbury, M. (2017). *10 attributes of successful online students*. Retrieved from <https://www.ecampusnews.com/2017/05/01/attributes-online-students/>
- Teach Argument. (2015, October 21). *Counterargument lesson plan* [Video]. | [Transcript](https://www.youtube.com/watch?v=yfTl1kbybvU) YouTube. <https://www.youtube.com/watch?v=yfTl1kbybvU>
- Van Tongeren, D. R., Hibbard, R., Edwards, M., Johnson, E., Diepholz, K., Newbound, H., . . . Green, J. D. (2018). *Heroic helping: The effects of priming superhero images on prosociality*. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02243/full>
- Wall Street Journal. (n.d.). *How to write a résumé*. Retrieved from <http://guides.wsj.com/careers/how-to-start-a-job-search/how-to-write-a-resume/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Successful Learning in College

### Introduction

Throughout the course, you will get to know Susan, who is juggling her coursework with her personal life, which includes an ongoing job search while dealing with her troubled son, Joe. Susan's story continues in each unit and corresponds to the work you will be doing. You will also follow Susan in more depth in the form of quick simulations in a few different units. As you work through the course, think about how you can relate Susan's situation to your own.

## Susan's Story

Susan wakes up to pounding on her bedroom door. Her cell phone vibrates, showing a text message from her boss, who needs her to come into work an hour earlier. Then a second message follows, this one from her mother, demanding that she stop by before work.

"Mom," Joe yells through the door he is pounding on. "Get up. I'm hungry and want breakfast." Susan tries for a moment to figure out a way to make everything fit—but there's no way she has time for everything this morning. She texts her mom that she could not make it. Wincing, because she knows it will lead to a fight, she tells Joe to get his own breakfast.

Joe breaks into her room, screaming at her that she is lazy and a horrible mother. She tries to get out of bed and calm him down, but he just gets angrier. As she stands up, he hits her hard enough to knock her back on the bed and storms out.

Recovering her equilibrium, Susan sees that she has more messages from both her boss and her mother, each increasingly demanding her time. She texts her boss that she will be late to work. As she starts to text her mother, her phone rings. Her mother has taken a more direct approach.

"I told you to bring over those seat covers, but they still aren't here," her mother says. "Can't you do anything right?!"

A few beeps indicate another call—her boss. "You're fired, Susan," he says. "Someday you need to learn to think things through instead of reacting to whatever's in front of you."

Susan hangs up on both of them and sits down.

## Looking Ahead

For the next three weeks, we will focus on the main idea. In writing, the main idea is the topic sentence of your paper or paragraph. In life, the main idea is our priorities. This week, we will learn more about time management.

As you read the material on time management, think about Susan. Could she have handled conflicting demands better? Did she know what her priorities were? What consequences did Susan face for her time management decisions?

## Learning Activities

### u01s1 - Achievement Board: Explore

Throughout your course (and your program if you are pursuing a Psychology degree), you will use the Achievement Board. The Achievement Board is a web site where you can keep track of your weekly progress in your PSYC courses.

Each of your courses has its own checklist in the Achievement Board. The checklist includes all the tasks you'll be asked to do in the course. Each time you check off a task in your courses as done, you progress toward earning another achievement!

Visit the [Achievement Board](#) this week and explore its functions. Make sure to set up your avatar and bio.

### u01s2 - Studies

As a college student, you will need to learn how to plan and carve out time in your busy day to keep up with your studies. As you begin this course, you may be wondering how you will juggle coursework and your personal responsibilities, which can be overwhelming. However, if you have a plan, the work will be manageable, and you will get the most out of this course while balancing your personal life.

## Time Management

Time management is key to success in college. Review the following resources to prepare for the discussion and assignment this week, which is a more detailed time management worksheet than you completed in PSYC1003. These resources will also help you build a plan for balancing your schoolwork and your personal life.

These activities will help you with the assignment and discussion as well as help you build a plan for fitting school into your life.

- [Planning Time for Your Education](#).

The [Time Management Calculator Activity](#) will help you determine how much time you are spending on activities, prioritize those activities, and make a plan for spending your time.

Use the [Capella Course Time Expectations](#) page to determine how many hours you will need to set aside for each week of the course.

## Successful Online Learning

Now that you have completed a few college courses, you have a better feel for what you do well or what needs work. Review the linked list of attributes that make for a successful online learner. This information will help you with your discussion and quiz this week. Which do you have? How can you work on developing the ones you do not have?

- Stansbury, M. (2017). [10 attributes of successful online students](#). Retrieved from <https://www.ecampusnews.com/2017/05/01/attributes-online-students/>

## APA Citations

You have already have experience with APA-style citations; however, it is important to refresh your knowledge as you will use APA in this course and beyond.

- Refer to the [Citing References in Text](#) Quick Guide in the Learn tab of Academic Writer, which shows you how to cite your references using in-text citations. Watch to learn how to cite your work and take notes on those things that are new to you or that you do not do well. You will need this information for the quiz and for all the discussions in this course.

Complete the following media to prepare for your quiz this week. It reviews the basics of paraphrasing and citing sources. When you feel confident with your performance on the media, then take the quiz.

- [Test Your Knowledge: Citing Sources Self-Assessment](#).

### u01s3 - Riverbend City: Time Management

For this activity, you will engage in a quick simulation that expands upon Susan's story this week. You will find out more details about her competing obligations, and you will reflect on how you will manage your own time during this course. You will use this information in your discussion and assignment this week.

Click **Riverbend City: Time Management** to complete the simulation.

Course Resources

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Riverbend City: Time Management

### u01d1 - Attributes of Successful Online Students

If you have not done so, read the following article and review the linked list of attributes that make for a successful online learner.

- Stansbury, M. (2017). [10 attributes of successful online students](https://www.ecampusnews.com/2017/05/01/attributes-online-students/). Retrieved from <https://www.ecampusnews.com/2017/05/01/attributes-online-students/>

Then, answer the following questions:

- What attributes of a good college student do you have?
- What attributes do you need to work on?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?
- What is the best piece of advice you would offer to someone who was just starting out in college?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u01q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

## u01a1 - Time Management Exercise

To support the development of time management skills, you will complete the Time Management Exercise Worksheet, which will walk you through the steps of time management planning for this course. In this unit, you have completed a few activities to help you think about how you spend your time. Along with your work in this unit, this activity will help you understand where time is currently spent, where more time could be awarded, and also where some activities could use less time to adjust for the new school activities. This worksheet can also be used for beyond this course to ensure a successful and balanced college career.

## Assignment Instructions

Complete and submit the Time Management Exercise Worksheet template, given in the resources, with your schedule, hour by hour. Include all activities currently part of your life that take any time, and be sure to include Capella activities such as studying and completing weekly work due. The table will expand as you type. You are encouraged to use your work from the Time Management Calculator activity to help you fill out your table.

Use the worksheet template to complete your assessment. Make sure you complete the following:

- Fill out the table by planning out your week.
  - Be sure to include both time for schoolwork and your personal responsibilities.
- Answer the questions below the table in complete sentences. Discuss the following in your answers.
  - Identify three highest and lowest priorities in time management.
    - How do you choose which conflicts take precedence?
    - What activities do you think you will need to decrease time given?
- Identify activities that may need to be replaced by schoolwork.
  - As things come up in our lives, what activities can be shifted so schoolwork can be completed?
- Create a plan for scheduling conflicts, problems, and technology issues.
  - Who could you contact if you were to encounter computer problems? Is there someone through Capella? How about personally?
  - What options do you have to complete work if you need to borrow a computer to submit an assessment or a discussion?

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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Time Management Exercise [DOCX]

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[Writing Feedback Tool](#)

## Unit 2 >> Purpose

### Introduction

After spending a week feeling sorry for herself and watching TV, Susan gives in to her mother's demands that she look for a job. She e-mails her resume to many possibilities, and finally finds a temporary staffing agency that lets her upload her skills to their system and browse for jobs.

"Where'd you get that black eye?" asks the woman who sets her up on the system.

"My son's just going through a stage," Susan answers.

"Christy, start by introducing yourself," says a man who has just walked up to them. "And you need to teach that boy of yours not to hit women. I bet you're single. This is what comes from not having a man in your life."

"Mike, that's old school," Christy says. "Women can raise their sons just fine without a man. It's probably playing too many video games that makes him violent."

Yet another bystander weighs in. "No," says Juan. "It's that society doesn't give him an outlet. He'd be fine if he were in sports or something he could use to let the anger out."

"Juan might have something," Mike says. "It's hard being a man today."

"Can we stop talking about this?" Christy says. "I need a job. We all need jobs."

## Looking Ahead

This week, we look at one of the elements of critical thinking: *Purpose*. As you complete the work this week, think of Susan's experience. What purpose did Mike, Christy, and Juan have? Then think about the many purposes behind people's actions you see in a day. How many activities serve just one purpose?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u02s1 - Studies

## Career Planning

Last week, you planned your time to balance your school and personal life. This week, it is time to think about why you planned that time. What is your purpose for going to college? Are you hoping to start a new career or gain more experience to advance in your current field? It is helpful to have a career goal in mind as you explore the expectations required of professionals in your field.

Read the following chapters in your textbook to learn more about how you can start planning a career in psychology and give your college experience even more purpose.

- Landrum, R. E., & Davis, S. F. (2020). *The psychology major: Career options and strategies for success* (6th ed.). Hoboken, NJ: Pearson.
  - Chapter 2, "Why Psychology?" pages 12–23.
    - This chapter provides an overview of the psychology major, areas of specialization within the major, and skills and abilities for the major.
  - Chapter 3, "Careers With a Bachelor's Degree in Psychology," pages 24–37.
    - This chapter covers an undergraduate curriculum in psychology, career options, job descriptions, and pay scale for a career in psychology.
  - Chapter 4, "Pursuing Bachelor's-Level Options," pages 38–56.
    - This chapter highlights the logistics of finding a job, including resume samples, interview skills, and letters of recommendation.

Capella offers a career mentoring program that allows you to connect with other learners and alumni to build your professional community. Visit the following resource to learn more about the program and sign up for a mentor.

- Capella University. (n.d.). [Career mentoring](https://capella.peoplegrove.com/hub/capella/program/career-mentoring2/about). Retrieved from <https://capella.peoplegrove.com/hub/capella/program/career-mentoring2/about>

## Purpose

Not only do you need to know your purpose when thinking about your future, but you also need to think about purpose in writing and when you think critically. Watch the following video, which looks at purpose, including the definition and rationale for incorporating it in critical thinking.

- Meegan, G. (2012, October 06). [Purpose in critical thinking \[Video\]](https://www.youtube.com/watch?v=tAPgRHPCQEA) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=tAPgRHPCQEA>

Visit the following resource, which lays out the elements of critical thinking that you will be exploring more next week as well as throughout this course:

- Foundation for Critical Thinking. (n.d.). [Elements of thought](http://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>
  - Hover over *Purpose*. Use these questions when you are thinking about not only the author's purpose, but your own. What point are you trying to make with your work? Asking yourself the questions from the graphic will help direct your writing and be able to better understand where the author is coming from.

In conjunction with the critical thinking model, read the [Focus and Intent](#) page to follow steps of finding your purpose in writing, including an opportunity to practice those steps.



With scholarly articles, the initial thought can be that they are merely expository. However, authors have additional motivations and purposes. Read the following article and look for the author's purpose behind writing this article on superhero images.

- Van Tongeren, D. R., Hibbard, R., Edwards, M., Johnson, E., Diepholz, K., Newbound, H., . . . Green, J. D. (2018). Heroic helping: The effects of priming superhero images on prosociality. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02243/full>

## SafeAssign

You may have noticed your SafeAssign percentage. Read the following resources to understand what SafeAssign and the originality report you receive means. Take notes to help you with your quiz.

- Blackboard Help. (n.d.). Student: Get started with SafeAssign. Retrieved from [https://help.blackboard.com/SafeAssign/Student/Get\\_Started](https://help.blackboard.com/SafeAssign/Student/Get_Started)

## Creating Your Presentation

This week, you will need to create a PowerPoint presentation for your assignment. If you do not know how to use PowerPoint, review the following resources for Windows or Mac.

- Skillsoft. (n.d.). PowerPoint Office 365 (Windows): Creating presentations [Tutorial].
- Skillsoft. (n.d.). Microsoft PowerPoint 2016 for Mac: Building and structuring a presentation [Tutorial].

You will need to include speaker's notes in your presentation. If you do not know how to do this, review the following resource.

- Microsoft. (n.d.). Add speaker notes to your slides. Retrieved from <https://support.office.com/en-us/article/add-speaker-notes-to-your-slides-26985155-35f5-45ba-812b-e1bd3c48928e#OfficeVersion=Windows>

### u02d1 - Purpose

Choose one of the following articles to review:

- Marston, D. (2019). Are some people just lazy? [Blog post]. Retrieved from <https://www.psychologytoday.com/us/blog/comparatively-speaking/201901/are-some-people-just-lazy>
- Pedersen, T. (2018). Can more trees at disadvantaged schools hike math scores? Retrieved from <https://psychcentral.com/news/2018/09/26/can-more-trees-at-disadvantaged-schools-hike-math-scores/139011.html>
- Rabin, R. C. (2018). 'I'll have the cake.' The music made me do it. Retrieved from <https://www.nytimes.com/2018/05/31/well/eat/ill-have-the-cake-the-music-made-me-do-it.html>

Then, using the article you chose, complete the following.

## Part 1

Address the following:

- What was the reason for the author writing the article?
- What did the author want the reader to take away or do with the information presented in the article?
- Should the author question, refine, or modify their purpose (goal, objective, et cetera)?
- What is the author's central aim in their main idea?

## Part 2

Now, let us apply the concept of *purpose* to our own lives. What is your purpose in getting your education?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

## Psychology Undergraduate Discussion Scoring Guide

### u02q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u02a1 - Career Planning Presentation

This presentation will provide you with the opportunity to explore career options and their requirements, but you will also practice your presentation skills by creating a presentation and writing detailed speaker's notes.

With this assessment, you will explore career options and their requirements, and practice your presentation skills by creating a presentation and writing detailed speaker's notes. When you complete this assessment, you will be able to reflect on your goals, create a to-do list for yourself, and explore resources that will be available to you as you head down the road of your college career.

## Assignment Instructions

Use the Career Planning Exercise Presentation Template, given in the resources, to help guide your work. Be sure to delete the instructional text provided in the slides as you work through the template.

First, decide on a career most interesting to you and that you would like to make your goal after graduating from Capella. With that career goal in mind, complete the following:

- Describe your career goal based on your awareness of the projected job market.
- Find a job opening in your state for this career and create a plan that will help you reach your career goal.
  - Include the skills, education, experience, and resources that you will need.
    - What skills are listed?
    - Which degree would be the most helpful to obtaining skills you need? How could you gain those skills otherwise?
    - What coursework is needed through Capella to achieve this level of education?
    - Are there any occupations or volunteer opportunities that could help you gain experience?
- Find an article online to highlight future growth or changes to this career.
- Use well-organized bullets and audience-appropriate language in your presentation.
  - Use the speaker's notes to communicate additional information.

## Submission Requirements

Submit the completed presentation as your deliverable. Be sure that you have used the provided template as that will provide you with font and formatting guidelines.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 3 >> Point of View

### Introduction

The next day, Susan returns to the staffing agency to apply for more jobs. She finds a computer near Christy, Mike, and Juan. After a few minutes of work, a conversation starts up, and before long, they are discussing Susan's situation again.

"My brother had trouble with anger when we were little," Christy says. "He straightened out when our mom made him get involved with our church's youth program. My church has a great youth program! You and your son could come, and while he's in the youth program, you could hang out with me. I've been volunteering with the young girls."

"I don't know about the church," Juan says. "My dad started a charity that works with at-risk teens. Your son could benefit from going there."

"These are good ideas," Mike says. "But Susan needs to stand up for herself. She's letting everyone else tell her what to do. That never works."

Kate Barrett, the woman who runs the staffing agency, comes over. "Susan and Mike," she says. "Belmont's Law Office is moving and wants a couple of people to come over tonight to break down the furniture and pack the books."

"I don't have anyone to watch my son," Susan says.

"That's fine," Kate says. "Christy can do it."

"How much will it pay?" Mike asks. "I have a part-time job this evening, but if the pay is better, I can call in."

### Looking Ahead

This week, we look at one of the elements of critical thinking: *Point of view*. As you complete the work this week, think of Susan's experience. How many points of view did she hear? Then think about all the points of view you encounter in a day. How do they affect people's actions?

### Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u03s1 - Studies

No matter your career path, it is crucial to develop strong writing and communication skills. An important aspect of effective communication is thinking critically. This week, you will explore what critical thinking is, how point of view in critical thinking can help build your writing, and how point of view and paraphrasing information go hand-in-hand.

### Critical Thinking

Critical thinking shapes a great deal of what we do in college. View the following media piece for an overview of what critical thinking is.

- [Critical Thinking Model](#).

Then complete [What Stage of Thought Are You In?](#), a quick self-assessment that will help determine your level of critical thinking and will give you resources to use to strengthen your critical thinking. We will come back to this later in the course so you can see your progress.

### Point of View in Critical Thinking

In writing, it is important to know point of view. Start building point of view in your skillset, as this skill is key in academics.

Visit the following resource and hover over *Point of View*. Take into consideration the points when you are working on your coursework.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](http://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Watch the following short video that helps further define point of view in critical thinking.

- Meegan, G. (2012, March 22). [Point of view in critical thinking \[Video\] | Transcript](https://www.youtube.com/watch?v=VuXf6w3uxKg). Retrieved from <https://www.youtube.com/watch?v=VuXf6w3uxKg>

When writing assignments, it is important to know your audience and their point of view. Visit [Audience](#) to better understand how to do this.

Read the following popular press articles, looking for and noting the author's point of view. You will also use one of these articles in your discussion and assignment this week.

- Marston, D. (2019). [Are some people just lazy? \[Blog post\]](https://www.psychologytoday.com/us/blog/comparatively-speaking/201901/are-some-people-just-lazy). Retrieved from <https://www.psychologytoday.com/us/blog/comparatively-speaking/201901/are-some-people-just-lazy>
- Pedersen, T. (2018). [Can more trees at disadvantaged schools hike math scores?](https://psychcentral.com/news/2018/09/26/can-more-trees-at-disadvantaged-schools-hike-math-scores/139011.html) Retrieved from <https://psychcentral.com/news/2018/09/26/can-more-trees-at-disadvantaged-schools-hike-math-scores/139011.html>
- Rabin, R. C. (2018). ['I'll have the cake.' The music made me do it](https://www.nytimes.com/2018/05/31/well/eat/ill-have-the-cake-the-music-made-me-do-it.html). Retrieved from <https://www.nytimes.com/2018/05/31/well/eat/ill-have-the-cake-the-music-made-me-do-it.html>

## Paraphrasing

This week will help you start developing skills related to conveying supporting information via paraphrasing. When writing in the academic world, it is important to use scholarly sources to convey our position on various important topics in the field of the social sciences. However, it can be easy to fall into the trap of copying and pasting content and changing a few words without realizing it still can be plagiarism. Most learners understand the idea and basic concepts of paraphrasing, but it is important to know how and when to paraphrase.

Paraphrasing is an important skill because through it, you are able to demonstrate how you understand the information in your own way. You are not only able to understand the author's point of view, but you are able to demonstrate your point of view and how you are supporting through the text you are paraphrasing.

This week, you will take a quiz on paraphrasing to check your understanding.

Watch this quick video on how to paraphrase. This information will be needed for your quiz and assignment this week.

- QUT Library. (2015, September 03). [How to paraphrase \[Video\] | Transcript](https://www.youtube.com/watch?v=SOBGEcok06U). Retrieved from <https://www.youtube.com/watch?v=SOBGEcok06U>
  - This video defines paraphrasing, explains the difference between paraphrases and summaries, and overviews the importance of paraphrasing.

It is also important to know the difference between paraphrasing and plagiarism. Review [Avoiding Plagiarism](#) to refresh yourself with Capella's academic honesty policy.

Refer to [Direct Quotations and Paraphrasing](#) Quick Guide in the Learn tab of Academic Writer on how to handle paraphrasing and quotations in APA style.

## Citing Secondary Sources

When paraphrasing, if your author cites a source in their work and you want to use part or all of that information in your assignment, there is a special way of doing that citation. Refer to [Secondary Sources](#) Quick Guide in the Learn tab of Academic Writer to learn how to cite secondary sources.

## SafeAssign

For this week's assignment, it is recommended that you submit it as a draft to SafeAssign and check your originality report as a way to assess your paraphrasing. Read the following resource, which will help you check your work.

- Blackboard Help. (n.d.). [Student: SafeAssign originality report](https://help.blackboard.com/SafeAssign/Student/Originality_Report). Retrieved from [https://help.blackboard.com/SafeAssign/Student/Originality\\_Report](https://help.blackboard.com/SafeAssign/Student/Originality_Report)

### u03d1 - Point of View in Popular Culture

Find a video on YouTube, or a TV show or movie clip from another website. With your video in mind, consider the following questions in your discussion this week. Include the URL for the clip you chose.

- How are the characters looking at the situation?
- What exactly are the characters focused on? (How are they seeing it?)
- What does their point of view ignore?
- Do you study viewpoints that challenge your personal beliefs?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u03q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u03a1 - Paraphrase and Self-Assess Worksheet

This assignment will help you start developing skills related to conveying supporting information via paraphrasing. When writing in the academic world, it is important to use scholarly sources to convey our position on various important topics in the field of the social sciences. With paraphrasing, you are demonstrating not only your understanding of the author's point of view, but also your ability to explain what your point of view is on that issue.

You will also have the opportunity to assess yourself using the scoring guide. It is important to get to know the scoring guide as that is ultimately what the instructor uses to assess your work. You will also practice your critical thinking skills and your ability to reflect as you identify areas for improvement.

## Assignment Instructions

Use one of the articles from this week's studies and the Paraphrase and Self-Assess Worksheet (given in the resources) to guide your work. In your assignment:

- Paraphrase your paragraph accurately.
- Cite your source using author and year.
- Assess your work using the scoring guide criteria and identify areas for improvement.
- Communicate using an organized paragraph with a clear main idea and correct grammar and punctuation.

**Note:** Remember to use the scoring guide provided to assess your work, choose what description seems to best reflect your work, and highlight it.

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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Paraphrase and Self-Assess Worksheet [DOCX]

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[Writing Feedback Tool](#)

### u03d2 - Using the Achievement Board

Using a minimum of 50 words, create a post that talks about **using the Achievement Board**. Your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your post informative, concise, and engaging to your readers. Be creative!

- What did you notice about using the Achievement Board?
- Have you checked course tasks off the checklist?
- How do you think you will use the Achievement Board in the rest of the course?
- How does use of the Achievement Board illustrate some of the things that you are beginning to understand about developing a psychology perspective?

## Response Guidelines

Using a minimum of 30 words, respond to one or more posts posted by your fellow learners:

- Did your classmates have the same reaction to the Achievement Board that you did?
- Can you think of an example of how this tool could be used to help you build organization and accountability skills for your career?

Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand. As you read through the posts of your peers, you will likely find opinions and value sets that differ from your own. Remember to be respectful of others' opinions and value perspectives.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

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[Achievement Board](#) | Transcript

### Unit 4 >> Question at Issue

#### Introduction

A week later, Susan still has not found regular work, but she continues to apply. She has picked up a couple of shifts here and there, but not enough to pay the bills. Her mother agrees to pay her rent, but demands that Susan do chores in return. Being without a job takes more time than having a job.

Her phone rings, interrupting her job search at the staffing agency.

"Ms. Maxwell, this is Lieutenant Ed Kowalski of the Riverbend City Police. We've arrested your son, Joe, for threatening the clerk at Wholesale Shoes."

Susan texts her mother with the news. Then she explains the situation to her new friends. Her mother texts back that she needs to go bail Joe out immediately.

"Do you have a way to get money for bail?" Christy asks.

"Will you be safe with Joe if you bail him out tonight?" Mike asks.

"Do you have a lawyer to get advice from?" Juan asks.

"I think the question is what's right for Joe," Susan says.

"Bail him out but tell him he needs to get a job and repay you," Juan says.

"Or you could ask your mom to put up the bail; she's the one who wants him out," Christy says.

Susan thinks about it. She does not have the money to bail Joe out, and she does not have anything to put up as collateral for a loan—even the car is in her mother's name. So although the others seem to think she should bail out her son, Susan decides to leave him in jail.

## Looking Ahead

This week, we look at one of the elements of critical thinking: *Questions at issue*. As you complete the work this week, think of Susan's experience. What questions did Mike, Christy, and Juan have? What other questions should they be asking? Then think about what questions you need to ask to complete an assignment. How do questions guide a good search strategy in the library or outlining an assignment? Last, think about your daily life. What questions at issue can you spot during a day?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u04s1 - Studies

To answer the question at issue and convey your stance on a topic, you need to locate information to prove or support your answer by exploring literature in the field. Online library databases are excellent sources to find information, but it can be overwhelming. What questions are you trying to answer? What search terms do you use?

## Question at Issue in Critical Thinking

Critical thinking shapes a great deal of what we do in college. Review the following media for an overview of critical thinking:

- [Critical Thinking Model](#).

To determine what to search, you need to think about the question at issue—this lays out the problem and will help direct your thinking. Visit the following resource and hover over *Question at Issue*. It provides questions you can ask yourself when determining the direction of your writing.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](#). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

This short video provides a definition for questions at issue in critical thinking and helps set some parameters for defining those questions:

- Meegan, G. (2012, October 07). [Question at issue in critical thinking \[Video\]](#) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=zZvJPbQRnQ0>

## Navigating the Library

Throughout your course work at Capella, you will want to use the library for the majority of your assignments. Watch [Tour the Library \[Video\]](#) to get to know the main library features.

Review the following resource to help you think of search terms you can use for your topic.

- [Choosing a Good Search Topic](#).

## Scholarly Sources

When writing, it is important to use scholarly work to support your claims, as scholarly articles will help give your claims credibility. But what exactly is a scholarly article or source? The following resources will help you to know:

- [Peer-Reviewed Articles and How to Find Them](#).
  - This resource provides definitions and examples on scholarly sources.

- [Locating Scholarly Sources](#).
  - This resource will help you learn how to find scholarly sources.

## APA Style

When writing in APA style, there are specific rules for when to use numbers and when to write them out. Refer to the [Numerals Versus Words](#) Quick Guide in the Learn tab of Academic Writer to learn the rules.

### u04s2 - Riverbend City: Questions at Issue

In this week's introduction, you learned that Susan's son, Joe, was arrested, and Susan's friends asked her questions from their different perspectives. In this quick simulation, you will dive deeper into those questions and think about how questions play a role in decision making and how questions at issue impact the decisions you make in your own life.

Click **Riverbend City: Questions at Issue** to complete the simulation.

Course Resources

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Riverbend City: Questions at Issue

### u04d1 - Question at Issue

In this discussion, your instructor has assigned you to a side for the debate that will discuss the question "Does playing violent video games lead to aggressive behavior?"

First, review the media piece, Riverbend City: Questions at Issue in this unit's studies.

For the discussion, think through what the questions at issue are. Before you start looking in the library for sources, you will want to create a list of questions. For the discussion, think through what the questions at issue are. Below are some questions to get you started.

- Use examples from Susan's situation in Riverbend City: Questions at Issue. How do the questions we ask relate to the answers we get?
- Now, think about the subject of the debate.
  - What is the question you are trying to answer?
  - What important questions are embedded in the issue?
  - Is there a better way to put the question?
  - Is this question clear? Is it complex?
  - What would we have to know to answer this question?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide



## u04q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

## u04a1 - Search Plan Worksheet

Finding information in the library is a skill that is developed with practice. This assignment will help you start to develop those skills and get you comfortable with finding information in the library. The more practice and more time in the library you spend, the better you will be.

Use the Search Plan Worksheet, given in the resources, to guide your work. In the worksheet, address the following:

- Identify your topic clearly.
- List keywords that you will use to search in library databases for information on your topic.
- Find results in your library search that may answer questions with further research.
- List credible sources that will provide information on your topic.
- Look at your results and plan a revised search strategy.

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Search Plan Worksheet \[DOCX\]](#)

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[Writing Feedback Tool](#)

## Unit 5 >> Information

### Introduction

"My mom has hired a lawyer for Joe," Susan tells her friends. "And he's out on bail. Now I need to figure out what to do for him—I feel like I failed."

"I'm done applying for the day," Mike says. "I'll help look for options."

"There's a boot camp for troubled teens I heard about," Christy chimes in.

"Is that the one where a boy died on a hike?" Juan asks.

"No," Christy points to her computer. "It's this one." Susan looked over Christy's shoulder and reads about the program. It sounds great—except for the considerable price tag.

"Here's a boarding school that's run in military style," Mike says. "The reviews are great."

"And here's a free after-school program," Juan says. "My dad highly recommends it."

"Can we find out more about them from a third party?" Susan asks. "The information here all sounds amazing, but they're advertising for their programs."

They all search the Internet for better information. Juan finds a site run by a watchdog group that reports on inadequate juvenile programs. Mike finds a state website that lists recommended youth programs. Christy finds consumer reports on two of the programs. All the information points to the boarding school as the best solution. Susan starts an application, even though she has no idea how she can pay for it.

## Looking Ahead

This week, we look at one of the elements of critical thinking: *Information*. As you complete the work this week, think of Susan's experience. What information does she need and how can useful information help her make a decision? Then think about the information you use every day. Do you have the best information? Do you have the right information? Last, think about school. What information do you need for your assignments?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u05s1 - Studies

## Credible Sources

We know that supporting our work with evidence is important, but how do we know if we are supporting our work with credible evidence? Typically, credible sources provide us with information that is factual and proven. However, just because a source has facts does not always mean it is credible. If this is true, how are we able to tell the difference between credible and non-credible sources?

Watch the following video for a more in-depth look at how to assess if a website is a credible as they walk you through each step:

- LearningEngineer.com. (2013, May 30). [Reviewing a web site for credibility \[Video\]](#) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=Q2YAob-oKrw>
  - This video is a bit longer and less professional, but it does show some neat tricks to finding information that most people do not know about. Take notes on where to look on a website to find the information you would want to assess your courses.

## Elements of Thought

Review the following resource and hover over *Information*. This will give you questions to ask yourself to define your purpose in writing.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](#). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Watch the following video that provides an overview on the elements of thought in critical thinking. Take notes on how you can apply this information to your discussion this week.

- Meegan, G. (2013, July 26). [The elements of thought – An introduction \[Video\]](#) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=Z8Duz6MzB1U>

## Navigating the Library

For the assignments in weeks 5 through 9, you will want to find one scholarly article on the relationship between video games and aggressive or violent behavior. Use the following resources to find one article. For psychology courses, the following databases are recommended. Bookmark and review them. They will walk through how to use these databases. Pay special attention to how to search, how to access articles, and how to get the citation, which will go on the reference page of your paper.

- [Database Guide: PsycARTICLES](#) will help you find scholarly journal articles in the Capella library.
- [Database Guide: PsycINFO](#) is the American Psychological Association (APA)'s database for peer-reviewed sources.

In the library guides, note:

- How to narrow down to scholarly results.
- How to get APA-style references.

If you get stuck, visit [Library Help](#).

If you use sources from the library, getting the reference will be easy—just following the directions on the guide. For all other sources, such as textbooks and websites, refer to the [Reference Elements](#) Quick Guide in the Learn tab of Academic Writer.

Now that you have learned about scholarly resources, take a moment to check your knowledge with [Library Research Knowledge Assessment](#). If you get an answer wrong, take a moment to go back and review the information, as it is critical to understand the basics before moving forward. This piece will also help you for the quiz this week.

Visit the following resource to understand how information literacy will help you in the workplace.

- [Information Literacy and Your Workplace](#).

## Citing Sources

If you follow the directions in the library guides, you can pull your references (called citations) for anything you access in the library. For other resources, refer to the resources below to learn how to create the reference. Take notes as this is a skill you will use in assignments and discussions—including the assignment this week.

- Journal articles: Refer to [Journal Article Reference](#) Quick Guide in the Learn tab of Academic Writer.
- Books: Refer to [Book Reference](#) Quick Guide in the Learn tab of Academic Writer.
- Online sources: Refer to [Website Reference](#) Quick Guide in the Learn tab of Academic Writer.

If your author cites a source in their work and you want to use part or all of that information in your assignment, there is a special way of doing that citation. Refer to [Secondary Sources](#) Quick Guide in the Learn tab of Academic Writer to learn how to cite secondary sources.

## This Week's Assignment

For this week's assignment, you will need to locate two sources—one that is credible and one that is not credible. Take some time to search the Capella library for these sources.

### u05d1 - Analyzing Data in Scholarly Articles

Data are not only numbers. Data refer to any piece of information that an author may collect and/or utilize to support their point of view. For example, data can be responses to a survey or test scores collected from a large group of learners.

## Discussion Preparation

Locate one scholarly article in the Capella University Library using the guides below. The article should be related to your side of the debate.

- [Database Guide: PsycARTICLES](#) will help you find scholarly journal articles in the Capella library.
- [Database Guide: PsycINFO](#) is the American Psychological Association (APA)'s database for peer-reviewed sources.

## Discussion Instructions

Read the discussion portion in the article you found. This section can be found near the end of the article. Use the following questions to help you analyze the quality of the information. Be sure to include your citation in your post.

- What data are relevant to this problem? Do you consider the article's data to be relevant in addressing this problem?
- Did the article have everything you need? Do we need to gather more information?
- Is this information relevant to our purpose or goal?
- How do we know this information (data, testimony) is accurate?
- Have we left out any important data or information that we may need to consider?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

## Psychology Undergraduate Discussion Scoring Guide

### u05q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u05a1 - Credible Sources Worksheet

This assignment will equip you with the knowledge of credible sources and feel confident that you are supporting your work with factual information in this course and beyond. You will be required to use the Credible Source Checklist media piece to complete this assignment.

## Assignment Preparation

Before using the media piece, locate two sources—one that is credible and one that is not credible.

## Assignment Instructions

For this assignment, complete the Credible Source Checklist media piece, which gives you a checklist of questions you can answer to determine a source's credibility. The piece will give you a score, which you will use to determine if a source is credible.

- [Credible Source Checklist](#).

Using the checklist provided in the piece, complete the following for two sources:

- Identify authorship qualities.
- Identify evidence qualities of credibility.
- Identify the currency of credibility.
- Identify the purpose qualities of credibility.
- Identify one credible and one non-credible source.

You will need to submit your completed checklist to your instructor. See the submission requirements below.

## Submission Requirements

After completing the activity, you can submit your completed checklist in one of two ways:

- Click **Download Summary** at the bottom of the page. Open the .rtf file in Microsoft Word and save the file as a Word document. Submit the Word document to your instructor.
- Click **Transcript**. Copy and paste your transcript into a Word document. Submit the Word document to your instructor.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

[Writing Feedback Tool](#)

## Unit 6 >> Concepts

### Introduction

Joe has been sentenced to community service. Susan and her mother pick him up outside of the courthouse. For once, her mother does not ask her when she will be able to repay the costs of the lawyer.

"I think we should celebrate," Susan's mother says as she hugs Joe. "What would you like to do?"

"They released a new version of Sneak Attack," Joe says. "Do you think we could pick it up?"

"Of course," Susan's mom answered.

"No," Susan says. "I've been reading about how playing violent video games can lead to violent behavior. Joe, if you want to pick out a non-violent game, that's fine, but nothing with all that shooting and dying."

"Mom, that's not fair!" Joe says. She watches him struggle with his temper. After a few moments, he gets control.

The next day, the school calls to report that Joe has been suspended for fighting at school.

"I thought not letting him play those games would help," Susan tells her friends at the staging agency.

"Maybe we didn't understand it?" Christy says.

"Maybe I need a new plan," Susan says.

### Looking Ahead

This week, we look at one of the elements of critical thinking: *Concepts*. As you complete the work this week, think of Susan's experience. What concepts did Susan not understand? What concepts does she need to understand? Then think about your daily life. What concepts come into play during a day? Which ones do you fully understand and which ones could you understand better?

### Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u06s1 - Studies

In the coming weeks, you will strengthen your writing skills by bringing it all together to write your week 9 paper that supports your position on the key issues of video games and aggressive or violent behavior. This week, you will write your thesis, which states your position clearly. Each argument you have should support your thesis—if you go to any paragraph in your paper, it should be directly supporting the stance you take in your thesis.

### Looking Ahead – Week 9 Debate Paper

As you become familiar with this week's requirements and work toward building your position, argument, and counterargument with the appropriate supporting evidence in the coming weeks, take a moment to review the requirements for the week 9 assignment so you are aware of how all of these pieces will come together.

Then, use the [Assignment Calculator](#) to see the steps and a recommended schedule for your paper.

## Building an Argument

Before you can get started on your assignment, you will need to work out in your mind what your evidence says and how it could support an argument. Read [Interpreting Resources/Critical Thinking](#) to understand how to take your evidence and use it.

To learn how to build an argument for your assignment, watch the following video:

- Reading Pioneers Academy. (2015, December 13). [Debate skill: Argument building \[Video\]](#) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=1zZ4YEuThRw>

### Sources to Construct Your Argument

The following articles are provided for you to use in constructing your argument. You may look in the Capella library if you wish, but it is not required. Reading these articles will help you to start formulating knowledge for constructing your argument that supports your stance on the topic of violence in video games.

If you are taking the stance that video games are harmful to children, refer to the following resources. Read the discussion section of each.

- Adachi, P. J. C., & Willoughby, T. (2011). [The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence?](#) *Psychology of Violence*, 1(4), 259–274.
- Hollingdale, J., & Greitemeyer, T. (2013). [The changing face of aggression: The effect of personalized avatars in a violent video game on levels of aggressive behavior.](#) *Journal of Applied Social Psychology*, 43(9), 1862–1868.
- Hull, J. G., Brunelle, T. J., Prescott, A. T., & Sargent, J. D. (2014). [A longitudinal study of risk-glorifying video games and behavioral deviance.](#) *Journal of Personality and Social Psychology*, 107(2), 300–325.

If you are taking the stance that video games are not harmful to children, refer to the following resources. Read the discussion of each.

- Greitemeyer, T. (2013). [Playing video games cooperatively increases empathic concern.](#) *Social Psychology*, 44(6), 408–413.
- Lobel, A., Engels, R. C. M. E., Stone, L. L., & Granic, I. (2019). [Gaining a competitive edge: Longitudinal associations between children's competitive video game playing, conduct problems, peer relations, and prosocial behavior.](#) *Psychology of Popular Media Culture*, 8(1), 76–87.
- Markey, P. M., Markey, C. N., & French, J. E. (2015). [Violent video games and real-world violence: Rhetoric versus data.](#) *Psychology of Popular Media Culture*, 4(4), 277–295.

## Building a Thesis Statement

This week, you will be creating a thesis statement, which states your stance on the topic. From your thesis, your audience should be able to know your position and what you believe about the topic. The content of your paper should be in support of the thesis.

Read the following resource for a further definition of a thesis statement and learn about the two types of thesis statements. It also provides a formula that can help you construct your thesis statement. Pay attention to the explanation of persuasive thesis statements.

- Baggett, S. (2017). [How to write a strong thesis statement \[Blog post\]](#). Retrieved from <http://www.easybib.com/guides/how-to-write-a-strong-thesis-statement/>

## Concepts in Critical Thinking

Last, review the following resource and hover over *Concepts*, which provides you question to ask yourself about ideas or theories that an author is trying to convey in their writing. You can use these questions in your writing as well.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](#). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Then watch the following video, which provides an overview of the concepts in critical thinking. Take notes on how you can apply this to the discussion this week.

- Meegan, G. (2012, August 26). [Concepts in critical thinking \[Video\]](#) | [Transcript](#). Retrieved from [https://www.youtube.com/watch?v=\\_iGkBychY-0](https://www.youtube.com/watch?v=_iGkBychY-0)

## Creating a Presentation

It is time to explore the skills required to create a PowerPoint presentation with voice recording. Below are resources to help you:

- View [Creating a Presentation: A Guide to Writing and Speaking](#) to explore five topics that cover creating effective audiovisual presentations. You can either view the sections in order or watch the sections that are most applicable to your needs for the assignment this week. You can also return to this resource throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.
- Think of what visuals might help illustrate your point, as you start putting your assignment together. We often use pictures, graphs, and other visuals in presentations. In doing so, we need to be cautious of copyright laws. Refer to the [Copyright and Permissions](#) Quick Guide in the Learn tab of Academic Writer to understand when you need permission to use something you find.

Because this week's assignment has an audio component, we need to consider file size when it comes to SafeAssign. Because of this, you can submit your presentation in one of two ways. Remember that in either option, you will need to include speaker's notes. In preparation, explore these options.

#### Kaltura

Record your presentation using Kaltura and submit the link as your deliverable. Visit [Using Kaltura](#) for an overview of getting started with Kaltura.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

#### PowerPoint

Record your narration using Microsoft PowerPoint. In addition, save your presentation as an Adobe PDF (you will find this option under File > Save As). Submit both the presentation and the PDF as the deliverables.

### u06d1 - Concepts and Main Ideas

Read one of your sources for the debate. As you read through the discussion section in your article, consider what concepts appear to be important. The underlying concepts with frame the way you view or perceive information.

For this discussion, answer the following questions.

- What is the main idea?
- What main concepts are used in the article?
- Are the terms in this article similar to the ones in others you have read?
- What idea is this author using in his or her thinking? Is there a problem with it?

Think about this question in terms of your debate.

- What concepts am I using in my thinking about the debate topic? Is this idea causing problems for me or for others, because it is interfering with my ability to view the information from a neutral perspective?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

#### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u06q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

## u06a1 - Argument Presentation

This week, you will develop a presentation that clearly states your thesis, introduce two or more arguments that support your thesis, and uses evidence to support your arguments. Remember that your thesis should be taking a stance on one side of the issue; your reader should be able to clearly be able to tell how you feel about video games and aggressive or violent behavior.

## Assignment Preparation

Because this presentation has an audio component, we need to consider file size when it comes to SafeAssign. Because of this, you can submit your presentation in one of two ways. Remember that in either option, you will need to include speaker's notes. In preparation, explore these options.

### Kaltura

Record your presentation using Kaltura or similar software and submit the link as your deliverable. Visit [Using Kaltura](#) for an overview of getting started with Kaltura and recording videos.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### PowerPoint

Record your narration using Microsoft PowerPoint. In addition, save your presentation as an Adobe PDF (you will find this option under File > Save As). Submit both the presentation and the PDF as the deliverables.

## Assignment Instructions

Use the Argument Presentation Template, given in the resources, to guide your work. Provide narration using voice recording that explains the content on your slides. Be sure to delete any explanatory instructional text before inserting your content in the presentation.

In your presentation, address the following:

- Create slides that support the points of your presentation.
- Craft a thesis that clearly states your position.
- Create two arguments that apply psychological principles and support your thesis.
  - Support your arguments with evidence.
- Cite your evidence with the author's last name and year.
- Provide references that include the author, year, and URL or doi.

## Submission Requirements

Be sure that you have used the provided template as that will provide you with font and formatting guidelines. Depending on your choosing of audio recording, submit either the Kaltura link or the PowerPoint with your recording and the PDF of the presentation.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

### Course Resources

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Argument Presentation Template [PPTX]

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[Writing Feedback Tool](#)



## u06d2 - Looking Ahead To Next Term

Go to your Academic Plan on Campus and make sure you are registered for next term before completing this discussion.

- What course(s) are you taking next term?
- How do these course(s) relate to your personal goal or career goal?
- Describe how what you've learned in this course will help you with the course(s) you are taking next term.
- What are you most nervous or concerned about next term?
- What are you most excited about looking at your schedule next term?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- Are they taking the same course(s) you are?
- Would you be interested in connecting and forming a study group?
- Are your concerns and/or excitement the same or different from theirs?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## Unit 7 >> Interpretation

### Introduction

"He said I was a criminal," Joe says. "I couldn't let him get away with calling me names."

"Violence isn't the answer," Susan says. "You're grounded."

"He needs to stand up for himself," Susan's mom says. "That's what men do."

"If he keeps standing up for himself like this, he'll spend the rest of his life in jail," Susan says. "Teen aggression can have many causes, from trauma to media influences. But whatever the cause, the effects are the same."

"If we figure out the cause, then we'll know the answers," Susan's mom says. "And blaming the video games is just silly. The cause is your parenting. If you did a better job of supporting him, we wouldn't have this problem."

"I don't have a problem," Joe says. "I'm just defending my rights. It's these idiots who think I'm a pushover who have the problem."

Susan realizes she has to trust herself. She knows what she needs to do.

## Looking Ahead

This week, we look at one of the elements of critical thinking: *Interpretation*. As you complete the work this week, think of Susan's experience. How did each character interpret the situation? Then think about your daily life. How many times do you witness people arguing different interpretations of an action or a fact?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

## u07s1 - Studies

## Building Counterarguments

Last week, you took a stance on the issue of video games and aggressive or violent behavior. Although you took a stance, taking on another perspective will help strengthen that stance by considering what else is out there. After considering other perspectives, do you still come to the same conclusion?

In writing, counterarguments are when an author responds to another position in disagreement, justifying their reasoning with credible and/or scholarly evidence. This week will provide you with the opportunity to practice taking on another perspective to your position by designing two counterarguments. To learn more about building counterarguments for your assignment, watch the following video:

- Teach Argument. (2015, October 21). [Counterargument lesson plan \[Video\] | Transcript](https://www.youtube.com/watch?v=yfT11kbybVU). Retrieved from <https://www.youtube.com/watch?v=yfT11kbybVU>

### Sources to Construct Counterarguments

Review the resources provided. This time, review the opposite articles that you used to build your argument. Look for points you can use in a counterargument.

Pro: Video games cause harm to children.

- Adachi, P. J. C., & Willoughby, T. (2011). [The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence? \*Psychology of Violence\*, 1\(4\), 259–274.](#)
- Hollingdale, J., & Greitemeyer, T. (2013). [The changing face of aggression: The effect of personalized avatars in a violent video game on levels of aggressive behavior. \*Journal of Applied Social Psychology\*, 43\(9\), 1862–1868.](#)
- Hull, J. G., Brunelle, T. J., Prescott, A. T., & Sargent, J. D. (2014). [A longitudinal study of risk-glorifying video games and behavioral deviance. \*Journal of Personality and Social Psychology\*, 107\(2\), 300–325.](#)

Con: Video games do not cause harm to children. Video games can do children good.

- Greitemeyer, T. (2013). [Playing video games cooperatively increases empathic concern. \*Social Psychology\*, 44\(6\), 408–413.](#)
- Lobel, A., Engels, R. C. M. E., Stone, L. L., & Granic, I. (2019). [Gaining a competitive edge: Longitudinal associations between children's competitive video game playing, conduct problems, peer relations, and prosocial behavior. \*Psychology of Popular Media Culture\*, 8\(1\), 76–87.](#)
- Markey, P. M., Markey, C. N., & French, J. E. (2015). [Violent video games and real-world violence: Rhetoric versus data. \*Psychology of Popular Media Culture\*, 4\(4\), 277–295.](#)

## Interpretation and Inference

Visit the following resource and hover over *Interpretation and Inference*. This will give you a definition of inferencing and questions to ask yourself about targeting information.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](http://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Then watch the following video, which overviews interpretation and inferencing in critical thinking. Take notes on how you can apply this to the discussion this week.

- Meegan, G. (2012, October 07). [Interpretation and inference in critical thinking \[Video\] | Transcript](https://www.youtube.com/watch?v=xzD3Xsi3luM). Retrieved from <https://www.youtube.com/watch?v=xzD3Xsi3luM>

## Avoiding Plagiarism

Now that you have had some practice with writing for college and paraphrasing, review [Avoiding Plagiarism](#). Take notes on key points and advice. This will help you with your quiz this week.

### u07d1 - Coming to Conclusions

Review the arguments you came up with last week. Think through how you interpreted the evidence. Answer the following questions for this week's discussion.

- What conclusions are you coming to?
- Are there other conclusions you should consider?
- How did you reach that conclusion?
- On what are you basing your reasoning?

- Is there another possible conclusion to consider?
- What is the best possible conclusion, given all the facts?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u07q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u07a1 - Building Counterarguments

This assignment will help you to build those skills to see the topic from the other side. This will ultimately help you to feel more confident in your stance because you have looked at it from multiple angles.

## Assignment Instructions

Use the Counterarguments Worksheet, given in the resources, to guide your work. In your worksheet, address the following:

- Incorporate feedback to improve your thesis and arguments.
- Create two counterarguments that clearly can dispute your thesis and are supported by evidence.
  - Apply psychological principles to the creation of your counterarguments.
- Cite evidence using the author's last name and year.
- Provide references that include the author, year, and URL or doi.
- Ensure your paragraphs are organized with clear main ideas.

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 8 >> Implications

### Introduction

Before moving forward with her plan, Susan wants her friends to pick holes in her plan. She forms her arguments carefully, paying attention to her evidence.

"The Cargill Academy has a proven track record of helping troubled teens," Susan says. "The state reports that 99 percent of its alumni reach the age of 30 without another criminal offense."

Christy offers a counterargument. "The Cargill Academy may have a proven track record with reducing criminal offenses, but the Juvenile Protection Watchgroup says that their alumni have increased anxiety and depression issues."

"The same group also says that the teens with anxiety and depression were the ones who entered the academy with a drug problem," Susan rebuts.

"Can you afford it?" Juan asks. "Boarding schools are pricey."

"I think it's a good plan," Mike says. Susan nods and submit the application. Then she realizes that she has only been planning on the cost for a semester, not the whole year.

### Looking Ahead

This week, we look at one of the elements of critical thinking, implications. As you complete the work this week, think of Susan's experience. What are the implications of the argument, counterargument, and rebuttal? What are the implications of the price? Then think about your daily life. What are the implications of eating dessert with dinner, waiting another day to put gas in the car, or paying your electric bill late?

### Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u08s1 - Studies

### Rebuttal

Now that you have built your main argument and created a counterargument, build your rebuttal for that counterargument.

To learn how to build rebuttals, watch the following video. It will give you an understanding of how to use them in an argument and how to create them.

- Reading Pioneers Academy. (2016, January 10). [Debate lesson: Refutation and rebuttal \[Video\]](https://www.youtube.com/watch?v=l6_i-OJ_e4) | [Transcript](#). Retrieved from [https://www.youtube.com/watch?v=l6\\_i-OJ\\_e4](https://www.youtube.com/watch?v=l6_i-OJ_e4)

#### Sources to Construct Your Rebuttal

Use the following resources to help you construct a rebuttal for your argument. Read the discussion section.

Pro: Video games cause harm to children.

- Adachi, P. J. C., & Willoughby, T. (2011). [The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence?](#) *Psychology of Violence*, 1(4), 259–274.
- Hollingdale, J., & Greitemeyer, T. (2013). [The changing face of aggression: The effect of personalized avatars in a violent video game on levels of aggressive behavior.](#) *Journal of Applied Social Psychology*, 43(9), 1862–1868.

- Hull, J. G., Brunelle, T. J., Prescott, A. T., & Sargent, J. D. (2014). A longitudinal study of risk-glorifying video games and behavioral deviance. *Journal of Personality and Social Psychology*, 107(2), 300–325.

Con: Video games do not cause harm to children. Video games can do children good.

- Greitemeyer, T. (2013). Playing video games cooperatively increases empathic concern. *Social Psychology*, 44(6), 408–413.
- Lobel, A., Engels, R. C. M. E., Stone, L. L., & Granic, I. (2019). Gaining a competitive edge: Longitudinal associations between children's competitive video game playing, conduct problems, peer relations, and prosocial behavior. *Psychology of Popular Media Culture*, 8(1), 76–87.
- Markey, P. M., Markey, C. N., & French, J. E. (2015). Violent video games and real-world violence: Rhetoric versus data. *Psychology of Popular Media Culture*, 4(4), 277–295.

## Implications

Implications are truths that follow from other truths. According to the Foundation for Critical Thinking, the best critical thinkers think through the implications in a situation before acting. Visit the following resource and hover over *Implications and Consequences*. It will give you questions to ask yourself regarding implications.

- Foundation for Critical Thinking. (n.d.). Elements of thought. Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Watch the following video that provides further definitions on implications and consequences:

- Meegan, G. (2012, October 06). Implications and consequences in critical thinking [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=wrDX-1rAHOA>

Understanding implications and being able to generalize can be used in all areas of your life. Read the following article to get an idea on how you can start use the implications of your learning right away:

- MacIver, D. R. (2017). Thinking through the implications [Blog post]. Retrieved from <https://www.drmaciver.com/2017/02/thinking-through-the-implications/>

## Week 9 Assignment – Smarthinking

Review the information on Smarthinking Tutoring. Then, log in so you can submit a draft of your final paper next week. You will want to get their feedback and incorporate it into your final paper.

### u08s2 - Riverbend City: The Great Debate

In this week's introduction, Susan is thinking about enrolling Joe in The Cargill Academy. However, her friends make some points to counter her argument and allow her to think about all sides to the issue and the current evidence she has to support her decision to enroll Joe. In this quick simulation, the points that her friends brought up will be looked at in more depth. This activity will give you the opportunity to prepare for the next two weeks of the course, where you will construct your debate in week 9 and engage with your peers in debate in week 10.

Click **Riverbend City: The Great Debate** to complete the simulation.

Course Resources

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Riverbend City: The Great Debate

### u08d1 - Implications and Consequences

Review your arguments and counterarguments. For this discussion, think through what changes you might make in the life of someone who plays video games if the arguments are right or if the counterarguments are right.

Also review the media piece Riverbend City: The Great Debate in this unit's studies.

Use the following questions to guide your post.

- What implications and consequences did Susan and her friends identify in Riverbend City: The Great Debate?
- What things might happen if a person who plays violent video games decides to stop playing? Think about your own arguments and counter-arguments.
- What things might happen if a person who plays violent video games decides not to stop playing?
- What is likely to happen if we believe the argument that playing violent video games leads to violent behavior?
- What is likely to happen if we believe the counterargument that playing video games does not lead to violent behavior?
- How significant is the impact, also known as the implications, of the decision to play (or not to play) violent video games?

## Responses to Other Learners

Respond to the posts of at least two other learners. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u08q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

### u08a1 - Rebuttal and Conclusion

Last week, you looked at your stance on the topic from other perspectives. One of the most important steps in the writing process is the ability to come full circle and defend your original position. This week's assignment will set the stage for defending potential counterarguments with a rebuttal. In a rebuttal, you will use scholarly evidence to prove your position against counterarguments.

You will strengthen these skills using the Rebuttal and Conclusion Worksheet provided. In the worksheet, address the following:

- Incorporate feedback to improve your thesis, arguments, and counterarguments.
- Create a rebuttal argument that clearly disputes the counterarguments.
  - Ensure that your rebuttal is supported by evidence and that psychological principles are applied.
  - Cite your evidence using the author's last name and year.
- Create a conclusion with a strong concluding opinion on a topic that uses implications.
- Provide references that include the author, year, and URL or doi.
- Ensure that your paragraphs are organized with clear main ideas.

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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Rebuttal and Conclusion Worksheet [DOCX]

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[Writing Feedback Tool](#)

## Unit 9 >> Assumptions

### Introduction

Susan stares at the final cost per year. All this time, she had thought that the price mentioned on the website was for an entire year, and that getting Joe into a controlled environment would help him. But Juan had a point about the cost.

She knows she has to be the one to make this decision but thinks that she needs to hear all sides. If she and her mother can agree on a plan, then she will have emotional and financial support for it. She will not have to keep fighting.

But how can she convince her mom? Her mom always assumes that Susan was at fault. That is not an easy obstacle to overcome.

## Looking Ahead

This week, we look at one of the elements of critical thinking: *Assumptions*. As you complete the work this week, think of Susan's experience. What assumption are Susan and her mom making? What effect do those assumptions have on their choices and actions? Then think about your daily life. What assumptions do you see people making? What assumptions do you make?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u09s1 - Studies

## Assumptions

Assumptions are beliefs that can be taken for granted. Visit the following resource and hover over *Assumptions*. It will give you questions to ask yourself regarding assumptions.

- Foundation for Critical Thinking. (n.d.). [Elements of thought](http://www.criticalthinking.org/ctmodel/logic-model1.htm). Retrieved from <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

Watch the following video on how the concept of assumptions relates to the elements of critical thinking. Take notes on how you can apply this to the discussion this week.

- Meegan, G. (2012, October 06). [Assumptions in critical thinking \[Video\]](https://www.youtube.com/watch?v=tfM5-pY5YXs) | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=tfM5-pY5YXs>

Review the following resources for a deeper look at assumptions, how to spot them, and the difference between assumptions and inferences:

- Foundation for Critical Thinking. (n.d.). [Distinguishing between inferences and assumptions](http://www.criticalthinking.org/pages/distinguishing-between-inferences-and-assumptions/484). Retrieved from <http://www.criticalthinking.org/pages/distinguishing-between-inferences-and-assumptions/484>

## Revising

Much of what you will be including in your assignment this week is already written. However, you need to revise your work before submitting it. Read [Revising](#) to learn tips on looking at your work and revising it.

## Setting Up Your Paper

You will be using a template for this assignment but visit the following resources to learn tips on how to construct your paper properly.

- Refer to the [Basic Setup](#) Quick Guide in the Learn tab of Academic Writer to watch how to set up your paper.
- Refer to the [Alphabetizing the Reference List](#) Quick Guide in the Learn tab of Academic Writer to learn how to arrange your reference list.
- Refer to the [Heading Levels](#) Quick Guide in the Learn tab of Academic Writer to learn how to use headings in your paper, if you want to do this.

### u09d1 - Assumptions

For this discussion, find your favorite political cartoon. Politics and emotional reactions can go hand-in-hand, and this is a great chance to put all of your critical thinking skills to use on a topic you may have strong beliefs and feelings about. Share it in the discussion board and answer the following questions.

- What am I assuming or taking for granted when observing this cartoon?
- Am I assuming something I should not?
- What conclusions am I making based on these assumptions?
- What exactly is the cartoonist taking for granted?
- What are some important assumptions I make about the people important to me?

## Responses to Other Learners

Respond to the posts of at least two other learners. Use your critical thinking skills to approach the topic using all of your new skills. Please keep your responses respectful of others' opinions. Here are some questions to get you started in your responses:

- How are the learner's thoughts the same as yours?
- How are the learner's thoughts different from yours?
- What questions do you have that the learner could answer?
- What words of advice could you offer the learner?

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.



## u09a1 - Final Paper

This week's final paper is a compilation of the work you have been doing over the past few weeks. It is important to consistently incorporate feedback and revise your arguments and counterarguments to ensure they are accurate and scholarly in nature.

This week, include all of the information from last week's worksheet in paragraph form with any suggested revisions from your instructor. It should include the thesis, argument, counterargument, and rebuttal.

Use the Debate Paper Template, given in the resources, to help guide your work and ensure the content is in order. In your paper:

- Write an introduction that includes the thesis and introduces your arguments.
- Paraphrase from your sources accurately.
- Apply psychological principles to your arguments, counterarguments, and rebuttal.
- Cite sources using author's last name and year.
- Write a conclusion that includes your point of view and implications.
- Use credible sources to support your arguments, counterarguments, and rebuttal.
- Ensure your paragraphs are organized with clear main ideas.

## Submission Requirements

Submit your paper as your deliverable. Be sure that you use the provided template as it provides guidance on font, spacing, and general formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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Debate Paper Template [DOCX]

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[Writing Feedback Tool](#)

## Unit 10 >> Moving Forward: Careers in Psychology

### Introduction

"The Cargill Academy has a proven record with juveniles, and if we do nothing, Joe's going to get into more trouble," Susan tells her mom.

"If you'd just step up and be a better mother," her mother says.

"If Joe goes to the academy, my parenting skills won't matter," Susan points out.

"I will pay for this academy on one condition," her mother says. "You need to show me a plan for earning enough money to pay me back."

Susan goes into the staffing agency the next day and tells her friends about the decision.

"Go back to school," Christy says. "I'm working on my bachelor's in psychology so I can get a better job."

"We're all in school," Mike says. "It's not so bad."

Susan opens an e-mail offering her full-time work for six months. That would sure help her financial situation.

"Hey, check this out," Juan says. He shows them an e-mail about a competition being held by the state. "The winner gets one million dollars. All we need to do is submit a plan to combat misinformation about our water supply—someone's trying to convince us that drinking the water will turn us into zombies!"

"We could do this," Mike says. "If we work together and use what we learn in psychology classes, we can submit a plan."

"Even split four ways, one million dollars would go a long way," Christy says.

"For now, I've got a job to go to," Susan says. "No time to dream."

## Looking Ahead

This week, we look at planning for the future. As you complete the work this week and the course, think of Susan's experience. What plans is she making and what plans do you think she should make? Then think about your life. What are your plans for the future?

## Achievement Board

Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u10s1 - Studies

## Resume Building

Review the [Resumes](#) page in the Capella Career Center on how to write a resume. It gives tips for writing and examples of completed resumes for different purposes. Feel free to use this page for ideas for your resume for the assignment this week. It may be helpful to explore the *Resume Builder* that is featured on this page as well.

Visit the following website for facts about the perfect resume, a diagram for creating a strong resume, and finding a resume template:

- MyPerfectResume. (n.d.) [How to write a resume](https://www.myp perfect resume.com/how-to-write-a-resume). Retrieved from <https://www.myp perfect resume.com/how-to-write-a-resume>

Visit the following resource for advice on how to make your resume stronger:

- Wall Street Journal. (n.d.). [How to write a résumé](http://guides.wsj.com/careers/how-to-start-a-job-search/how-to-write-a-resume/). Retrieved from <http://guides.wsj.com/careers/how-to-start-a-job-search/how-to-write-a-resume/>

## Self-Assessment

Take the [What Stage of Thought Are You In?](#) assessment to determine your stage of critical thinking. How have you changed throughout the course?

## This Week's Discussion

This week, you will use the information from your week 9 paper to participate in a debate through the discussion board. Be sure to review this week's original post so you know the schedule of your posts. Also, review the feedback from your instructor to make your points in the discussion as strong as possible.

#### u10d1 - Debate

Over the past couple of weeks, you have been working on designing your position, arguments, and considered counterarguments. In this discussion, you will debate one another. Below is the schedule and standards for each post.

## Schedule

Be sure to plan your week according to this schedule as it is different than the other weeks, because this week is five days long. You will engage in the discussion three times during this week.

- **Monday:** Post your original thesis statement.
- **Wednesday:** Respond with counterarguments to two other learners' original thesis statement.
- **Thursday:** Respond with a rebuttal to each counterargument offered to your original thesis statement.

## Discussion Standards

Each time you post, you are expected to support your thesis, counterargument, or rebuttal with evidence from research. Remember to use APA citations and references to give proper credit to authors of information used to support your arguments.

To keep the discussion focused and clear, everyone will adopt a specific standard for their responses as follows:

#### Monday: Thesis Statement

On Monday, post your thesis statement. Thesis statements should include a discussion of the issue, a detailed description of the perspective, and three individual arguments you have developed to support your position. You can use your thesis statement and arguments from your week 9 paper.

The standard for posting your position statement is as follows:

- Subject line: Thesis Statement – Your Name.
- Message box:
  - Describe the issue.
  - Describe the perspective you are championing.
  - Describe three arguments with evidence from research to support arguments for your perspective.

#### Wednesday: Counterargument

On Wednesday, post at least two counterarguments to learners' thesis statements. Each argument should include at least one piece of evidence to support it.

The standard for posting your counterargument is as follows:

- Subject line: Counterargument – Your Name.
- Message box:
  - Describe your counterargument to the stated position.
  - Provide at least one piece of evidence to support your counterargument.

#### Thursday: Rebuttal

On Thursday, go back to your original thesis statement post and see who has posted counterarguments to your thesis statement and opposing arguments. Provide a rebuttal to each counterargument posed by your classmates.

The standard for posting your rebuttal is as follows:

- Subject: Rebuttal – Your Name.
- Message box:
  - Details of your refutation (rebuttal) to the counterargument.
  - Provide at least one piece of evidence to support your rebuttal.

#### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

#### u10q1 - Knowledge Check

Click the quiz title to access the quiz.

- There are 10 questions in this quiz, and it is worth 2 percent of your course grade.
- You have one opportunity to complete the quiz.
- There is no time limit on the quiz.
- You must access and take the quiz during this unit.

After completing the quiz, select the Save and Submit button to receive credit. The quiz is automatically scored, and you will receive immediate feedback. You can view feedback by going to My Grades, selecting the link for the quiz, and then clicking the score. The questions and answers will appear.

If you have any issues with the quiz, contact your instructor.

## u10a1 - Building Your Resume

As you finish this course, it is not too early to think about how you can use the skills you learned in your future career. Along with strong writing skills, to get your foot in the door, you will need a well-written resume. This week's assignment will support you in the process of crafting a resume that includes your experiences, skills, and expertise as a potential candidate for your dream job.

The Resume Building Exercise Template, given in the resources, will help you think about what you need to craft a resume and how to start achieving your career goal. You will also include your resume in the template. In this assignment, address the following:

- Identify skills and experience needed to reach your career goal.
- Identify research needed to stay current with project job market expectations.
- Create a plan for updating your resume.
- Write a resume that illustrates your skills and experience.
- Communicate in grammatically correct sentences and in a professional voice.

## Submission Requirements

Submit the completed worksheet as your deliverable for the assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

### Course Resources

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Resume Building Exercise Template [DOCX]

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[Writing Feedback Tool](#)