

SSC193 Principles of Psychology



Pathways

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For the Acadeum Course Sharing Consortium

We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

SSC193 Principles of Psychology
Rocky Mountain College
Credits: 3

Course Description

The fundamental concepts of psychology that will be covered in this course include biological processes, development, behavior, learning and memory, personality, psychological disorders, and social psychology.

Course Objectives

By the end of this course students will be able to:

- Explain the major concepts of psychology, including biological processes, development, behavior, learning and memory, personality, psychological disorders, and social psychology.
- Discuss the research processes used to study psychology, including the scientific method, description, correlation, and experimentation.
- Demonstrate an increased understanding of human behavior.
- Describe psychology as it pertains to the diversity of culture and gender.
- Apply psychological theory to past and present life experience.
- Discuss the wide range of topics addressed and applied in psychology, including organizational, industrial, personality, social, educational, clinical, physiological, and cognitive disciplines.

Required Text

Myers, D. (2013). *Psychology* (10th ed.). New York, NY: Worth Publishers.

Course Grading

Assignment	Points	Percentage
Discussions/class participation	10 @ 20 pts each	15%
Essays	4 @ 75 pts each	25%
Journals	4 @ 100 pts each	20%
Annotated bibliography	400 pts	20%
Quizzes	4 @ 50 pts each	20%

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

Discussions

Class discussions will be treated as your class participation grade.

Please see the “Description of the Nature of this Course” page in the “Course Preamble” to see how the discussion will be set up according to enrollment:

- If you are enrolled in a cohort with set due dates you will need to post in each discussion forum at least three times for a total of six (6) posts per discussion. Please give your responses some thought and respond to your classmate’s thoughts as well. You will be graded on number of posts and thoroughness of response:
 - One sentence responses to questions are not acceptable. Your posts need to be well researched and thought out. Please craft your responses; do not simply write something “off the top of your head”
 - Please structure your responses so that they are in your own words. If you do need to quote portions of your response please be sure to properly cite the source.
 - Your responses should demonstrate familiarity with the material contained in the module
- If you are enrolled as a student working independently you will need to make an initial post in each discussion and to respond to any questions put to you by your facilitator. You will be graded on thoroughness of response:
 - One sentence responses to questions are not acceptable. Your posts need to be well researched and thought out. Please craft your responses; do not simply write something “off the top of your head”
 - Please structure your responses so that they are in your own words. If you do need to quote portions of your response please be sure to properly cite the source.
 - Your responses should demonstrate familiarity with the material contained in the module

Essays

You will write a total of four essays. You will have two topics to choose from.. Essays must be double spaced and a minimum of four pages or 1,200+ words in length. Please keep the font to Times New Roman 12 pt. All essays must be in APA format. You are required to use the school’s database (Ebscohost etc.) for at least two of your sources accessible through the RMC website rockymountaincollege.ca (click on “Resources” on the homepage).

Journals

Whereas the essays are carefully graded by traditional paper guidelines, the journals are graded in three categories: problematic=60, acceptable=80, excellent=100. To get an excellent grade, demonstrate that you have thought carefully about the issue. Journals should be 2-3 pages long, typed, double-spaced. You can use the first person. You do not need to include any further information than specifically requested in the guidelines that follow. You do not need to do library research for journals.

Journal 1: Briefly outline what you think causes human behavior and give an example of a behavior that is uniquely explained by your theory.

Journal 2: In Mark 10:15, Jesus said that to enter the kingdom of God we must be like children. In what ways is childlikeness helpful for our development? What have you noticed about how children think, relate or behave that might be useful in our spiritual development?

Journal 3: What types of misperceptions of the world have you seen people around you make? Do you think Jesus ever misperceived the world? Do you ever willfully misperceive the world? Have you ever unconsciously done so?

Journal 4: Is it worth pursuing intelligence? Some aspects to consider are the coherence of the construct, cross-cultural differences in intelligence, the heritability of intelligence, and the ideas of wisdom presented in Proverbs. Should all Christians try to be intelligent? Should we all try to be wise?

Annotated Bibliography

Psychology is a research-based enterprise. For this assignment you will undertake a review of the research literature in pursuit of an answer to a relevant question in the field of Psychology. By digging deeper into the research literature, you will enhance your understanding of social science research and psychology. Your analysis will show evidence of your ability to uncover relevant scientific studies and apply sound critical thinking in evaluating them.

Steps:

Before beginning your project, please confirm with me the particular question that you are investigating, to ensure its relevance to the course.

A minimum of five (maximum of eight) relevant research articles are required. Note: these must be from professional, peer reviewed academic journals (e.g., *Applied Developmental Science*, *Developmental Psychology*, *Psychology and Aging*, *American Journal of Orthopsychiatry*, *Pediatrics*, etc.), *not* popular magazines or newspapers or Internet sites. The articles must be no older than 10 years. At least three of these sources must come from the school's online database.

For each research article, provide a brief, concise (1-2 paragraph) summary of its main points and an evaluation of its usefulness. This must be in your own words. *Simply paraphrasing the Abstract is not acceptable.*

- For each research article, address the following questions:
- What is the specific focus of enquiry?
- What are the strengths/weaknesses of this project?

What were the key findings of this research and what are the implications of what was found? (i.e., How does this research advance our knowledge about this aspect of human development? What new questions does it raise? How could this new knowledge be applied in specific

situations? etc.) When you submit your project, include a photocopy or PDF of the articles being reviewed. A useful reference for this project can be found at:

<http://faculty.frostburg.edu/mbradley/cyberlab.html>

Course Outline

Module	Assignment	Details
1	<ul style="list-style-type: none"> • Introduce yourself to the class. Include some interesting facts about yourself such as your hobbies, interests, previous education etc. • Read the Prologue, Chapter 1, and Chapter 2. • Review vocabulary PowerPoint presentations for Chapters 1 and 2. • Post in discussion forum • Post in class wiki 	<p>Discussion: Describe hindsight bias and explain how it can make research findings seem like mere common sense.</p> <p>Discussion: Do you think that the brain is the sum of its parts, or is the brain actually about the way they are connected?</p> <p>Annotated Bibliography: See above</p>
2	<ul style="list-style-type: none"> • Read Chapters 3 and 4. • Review vocabulary PowerPoint presentations for Chapters 3 and 4. • Post in discussion forum • Essay • Post in class Wiki • Quiz 	<p>Discussion: Choose a behavior that has been considered by some as an “addiction,” such as gambling, sex, or internet use, and see if it meets each of the diagnostic criteria for dependence.</p> <p>Discussion: Discuss nature vs. nurture. Do you believe you are a product of your environment; or a product of your genes?</p> <p>Essay:</p> <ul style="list-style-type: none"> • Describe how psychological theories guide scientific research. • Explore the nature vs. nurture argument in a set of twins separated at birth.
3	<ul style="list-style-type: none"> • Read Chapters 5 and 6. • Review vocabulary PowerPoint presentations for Chapters 5 and 6. • Post in discussion forum • Journal • Post in class wiki 	<p>Discussion: Describe sensory adaptation, and explain how we benefit from being unaware of changing stimuli.</p> <p>Discussion: Explore the various parenting styles (authoritarian, permissive, authoritative). Why do these styles of parenting effect children differently?</p>

		Journals: See above
4	<ul style="list-style-type: none"> • Read Chapters 7 and 8. • Review vocabulary PowerPoint presentations for Chapters 7 and 8. • Post in discussion forum • Essay • Post in class wiki • Quiz 	<p>Discussion: Think of examples of lessons your parents tried to teach you that were in the form of “Don’t...” See if you can restate the lesson in a form of what you SHOULD do. For example, “don’t run across the street without looking” might become “look both ways before you cross the street.” How could you benefit from being taught with more positive statements?</p> <p>Discussion: Why do you think sensory memory is briefer for images than for sounds?</p> <p>Essay:</p> <ul style="list-style-type: none"> • Explore Kohlberg’s levels of moral reasoning. What reasons could people use to justify or denounce looting after a natural disaster? • How can conditioning possibly change the behavior of a subject?
5	<ul style="list-style-type: none"> • Read Chapters 9 and 10. • Review vocabulary PowerPoint presentations for Chapters 9 and 10. • Post in discussion forum • Journal • Post in class wiki 	<p>Discussion: Discuss language development in children. Is it better to teach children several languages as they learn to talk or will this just confuse them?</p> <p>Discussion: How do Gardner’s and Sternberg’s theories of multiple intelligences differ?</p> <p>Journals: See above</p>
6	<ul style="list-style-type: none"> • Read Chapters 11 and 12. • Review vocabulary PowerPoint presentations for Chapters 11 and 12. • Post in discussion forum • Essay • Post in class wiki • Quiz 	<p>Discussion: What is psychology of the workplace; and how does it affect a person’s ability to get a job?</p> <p>Discussion: Compare the differences between the male and female responses to stress. Whose response is healthier?</p> <p>Essay:</p> <ul style="list-style-type: none"> • Using the hierarchy of needs/motives chart, discuss why each need must be met and maintained before one can move on to the next level. • How does emotional intelligence differ from intellectual intelligence? How do they work together?

7	<ul style="list-style-type: none"> • Read Chapters 13 and 14. • Review vocabulary PowerPoint presentations for Chapters 13 and 14. • Post in discussion forum • Journal • Post in class wiki 	<p>Discussion: How do contemporary psychologists view Freud and the unconscious?</p> <p>Discussion: Conformity and obedience. Why do people tend to conform to the group?</p> <p>Journals: See above</p>
8	<ul style="list-style-type: none"> • Read Chapters 15 and 16. • Review vocabulary PowerPoint presentations for Chapters 15 and 16. • Post in discussion forum • Essay • Post in class wiki • Quiz 	<p>Discussion: How should we draw the line between normality and disorder?</p> <p>Discussion: Discuss the major psychological therapies how is it decided which one is needed for each patient?</p> <p>Essay</p> <ul style="list-style-type: none"> • How do psychologists use traits to describe personality? • How and why do clinicians classify psychological disorders? Why do some psychologists criticize the use of diagnostic labels?
9	<ul style="list-style-type: none"> • Work on annotated bibliography • Post in discussion forum • Journal • Post in class wiki 	<p>Discussion: What field of psychology interests you the most? Why?</p> <p>Discussion: What types of phobias do people suffer from? Discuss their reasons and origins.</p> <p>Journals: See above</p>
10	<ul style="list-style-type: none"> • Turn in annotated bibliography • Post in discussion forum • Post in class wiki • Final Exam 	<p>Discussion: How has this course has given you a better understanding of the field of psychology.</p> <p>Discussion: Looking forward. Tell us about your future plans and what you hope to accomplish. Do you plan on pursuing the field of psychology further?</p> <p>Annotated bibliography: Turn in your annotated bibliography</p>