

PSYC100: Introduction to Psychology (Online)

Course Syllabus

Course Description

An introduction to the study of human behavior and mental processes. The history of psychology and basic theories of learning, motivation, personality, and emotion are explored. Application of psychology to everyday living is emphasized.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Recognize and explain the primary research methods used by psychologists.
2. Describe the major structural elements of the brain, the central nervous system, and the endocrine system.
3. Summarize the physiology of sight and sound as well as the processing of sensory information.
4. Explain theories of learning and their application.
5. Describe models of memory including the encoding and retrieval of information.
6. Identify problem solving strategies and issues in determining intelligence.
7. Explain the theories of human development, including psychosocial and moral development throughout the lifespan.
8. Describe the mainstream therapeutic approaches and the contributions of the theorists.
9. Identify tests used for personality assessment.

10. Explain social processes including conformity, compliance, obedience, and attribution.
11. Describe the major categories of mental disorders and typical interventions.
12. Explain what integration is and how it applies to psychology and Christianity by evaluating how secular based theories can apply to faith based beliefs of human behavior, development, and mental health treatment.

Course Materials

Required Material(s)

Students must purchase:

Griggs, R. A. (2016). Psychology: A concise introduction (5th ed). New York, NY: Worth Publishers. ISBN# 978-1464192166

All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.

Recommended (but not required) Additional Reading

American Psychological Association. (2010). *Publication manual* (6th ed., second printing or later). Washington, DC: American Psychological Association.

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). **You must post at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m.** (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)

3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services
(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	25%
Weekly Assignments	30%
Weekly Quizzes	20%
Biblical Integration Research Paper	25%
TOTAL:	100%

Course Outline

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Topic 1: Neuroscience Topic 2: How The Physical World Relates to the Psychological World</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Describe the main structures and functions of neurons, the central nervous system, the endocrine system and the brain. Explain the complexity of how intricately we are made. Identify some of the consequences of environmental changes and physical damage on the development and function of our neurological systems. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Griggs, Chapter 1: The Four Major Research Perspectives. Chapter 2: Complete. Chapter 3: How The Physical World Relates to the Psychological World. 		3.0 hours	
Video Resources	<p>View</p> <p>Lecture</p> <ul style="list-style-type: none"> Week 1 Overview <p>View</p> <ul style="list-style-type: none"> Brain Anatomy 101 What is Reality? Part 1: The Brain with David Eagleman <ul style="list-style-type: none"> Dr. Eagleman takes viewers on an extraordinary journey that explores how the brain, locked in silence and darkness without direct access to the world, conjures up the rich and beautiful world we all take for granted. After watching this, your brain will not be the same <p>Use one of the following videos along with the research suggested to help you answer DQ #2:</p> <ul style="list-style-type: none"> Oops, Wrong Planet: Understanding Asperger's Syndrome Living With Autism <ul style="list-style-type: none"> Imagine being able to list every country in the world and its capital city, remember what we ate for dinner on 9 March 2002 and every prime number up to 7,507. In this 		2.5 hours	

	<p>highly personal and emotional film, Horizon discovers how brains that see the world in strikingly different ways are unlocking the secrets of our own minds. Presented by Psychologist Prof Uta Frith, who has devoted 50 years to studying autism, we meet the remarkable characters who have revolutionized our understanding of the human brain. A BBC Production.</p> <ul style="list-style-type: none"> • Toxic Chemicals: Children In Danger <ul style="list-style-type: none"> ○ Every day, children are exposed to up to 130 chemical pollutants from pesticides. All around the world, scientists and doctors are raising the alarm, linking increase of child cancers, birth defects and even the explosion of autism with exposure to chemicals in pesticides. 			
Web Resources (in Readings link)	Review <ul style="list-style-type: none"> • UC Davis MIND institute • Medication & Neurotransmitters Visual Enactment • Aphasia Symptoms • Neuron Anatomy 		1.5 hours	
Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> • What Makes Me? Part 2: The Brain with David Eagleman: <ul style="list-style-type: none"> ○ This episode of The Brain with David Eagleman series explores the question of how the brain gives rise to our thoughts, emotions, our memories and personality. • School of Hard Knocks <ul style="list-style-type: none"> ○ Football players take pride in their ability to take a few knocks on the chin, but the long-term effects of multiple concussions are genuinely shocking. This video segment features neurologists in the U.S. whose findings are changing the rules of contact sports. • Make Up Your Mind <ul style="list-style-type: none"> ○ The program reconstructs a 150-year-old accident that caused railroad worker Phineas Gage to lose his sense of self; examines the behavior and reasoning powers of children (whose frontal lobes are immature); and monitors the brain activity of host Alan Alda as he struggles to make decisions. Distributed by PBS Distribution. • How Drug Abuse Affects Teenage Brain Development <ul style="list-style-type: none"> ○ Dr. Annette Bosworth discusses how alcohol and drugs change the adolescent brain affecting mood and memory. 			

Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: The Brain <ul style="list-style-type: none"> ○ Using your textbook reading and information you got from the video “What is Reality? Part 1: The Brain with David Eagleman” talk about the following: ○ What did you learn that you did not know before? ○ What is the most amazing thing you learned about the brain? ○ From the video what do you think about Dr. Eagleman’s statement about how we see the world? Is it a reality or an illusion? How does this idea resonate with you? • DQ #2: ADHD and Autism • Use one of the following videos from the Course Materials Folder to help you answer DQ #2: <ul style="list-style-type: none"> ○ Oops, Wrong Planet: Understanding Asperger’s Syndrome ○ Living With Autism ○ Toxic Chemicals: Children In Danger • In the last couple of decades, we have seen an increase in the number of children diagnosed with developmental disabilities such as ADHD and Autism. <ul style="list-style-type: none"> ○ After watching the required videos and reviewing the UC Davis MIND Institute website, why do you think this is the case? ○ Is this increase something that is preventable? Why or why not? ○ Be sure to cite your sources. 	<p><i>See Discussion Guidelines</i></p>	<p>6.0 hours</p>	
<p>Chapter 2 Assignment: Neuroscience</p>	<p>Write</p> <p>Chapter 2 Assignment: Neuroscience</p> <ul style="list-style-type: none"> • APA format, cover page, reference page and in-text citations if needed. • Assignment Length: 2 page minimum. 	<p>23:59 PT on Sunday, at the end of Week 1</p>	<p>3.5 hours</p>	

	<ul style="list-style-type: none"> View the rubric here. <p>The neurobiology of human behavior is an interesting area of study. With the advances in sophisticated technology in the medical field, we have been exposed to more biological processes than ever before and it appears the trend is increasing. We now have brain scans that can follow the electrical activity when a person is experiencing various psychological processes such as anxiety related disorders, attention deficit disorders, and so forth. For psychology, it is important to have a general idea of these biological processes because the mind-body connection is so interrelated.</p> <p>Questions:</p> <ol style="list-style-type: none"> Describe how neurons communicate with each other through electrical and chemical processes. The media talks about a popular class of psychopharmacology drugs called the SSRI's. You may know someone currently taking one of these medications because they are frequently used for treating mood disorders such as depression. Please list and describe the neurotransmitters that are being targeted by the drugs and how these drugs work. Many of you know of Michael J. Fox's condition with Parkinson's disease. What neurotransmitter is at the center of the process, what drugs are used to treat it and what are the drugs doing? Heroin is obviously very appealing to some and it is also very addicting. What neurotransmitter is heroin affecting, what is it doing, and why is it so addicting? We hear a lot about people suffering from anxiety. They will often say their body is on autopilot and they can't control the feelings. Please describe the part of the nervous system that has been activated. When you have been surprised by a bear, what endocrine glands are probably activated and what do they do? People who struggle with flashes of unrestrained anger are operating from what part of the brain? What does this part of the brain primarily do? What are the primary specialties of both the left and right hemisphere of our brain? 			
Quiz	<p>Quiz #1: Neuroscience, and How the Physical World Relates to the Psychological World</p> <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 30 multiple-choice questions. You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 	23:59 PT on Sunday, at the end of Week 1	2.0 hours	

Biblical Integration Research Paper	<p>Begin thinking about your final paper.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Research each of the five topics described below. Write two pages on each topic. • Must be in APA format. • Title page. • Correct citations. • Reference page and in-text citations. • Approximately 10 pages in length, not including the Title and Reference pages, double spaced. • View the rubric here. • Helpful Resource: <ul style="list-style-type: none"> ○ JP Moreland at WJU Chapel – This talk will be helpful for the first sections of your integration paper. • Annotated bibliography due end of week 5. <ul style="list-style-type: none"> ○ Find a book/article for each subject in topic 2 (Epistemology, miracles and science). Write an annotated bibliography of the book/articles you have chosen and submit it to Turnitin at the end of week 5. • Completed final paper due end of week 7. <p>Topic 1</p> <ul style="list-style-type: none"> • Review the “Brief History of Christian and Psychological Integration” and do a search of one of the Christian integration authors. Write about his contributions, other theories that influenced his perspective, book(s) or articles he has written, and your impressions. <p>Topic 2</p> <ul style="list-style-type: none"> • Theories of Sensation and Perception challenge the notion that what we see or hear is necessarily accurate. Hebrews 11:1 says, "Faith is the assurance of things hoped for, the conviction of things not seen". Does this mean measurements of sensation and perception trump faith, or that miracles really don't happen... rather they are just illusions? How do you know what you know? Look up at least three articles. One from each subject: <ul style="list-style-type: none"> ○ Epistemology ○ Miracles ○ Science • Give a summary and your impressions on this subject. The articles you use should be from sources that are accurate, reliable, and reputable. Not all internet resources follow this criterion. <p>Topic 3</p> <ul style="list-style-type: none"> • People seem to be wired differently, either emphasizing algorithmic or heuristic ways of problem solving or analyzing things. Apply each of these methods to interpreting scriptures. How might you expect a person with an algorithmic bent to interpret scripture? What would they look for? Conversely what would you expect from a 	<p>Annotated Bibliography due 23:59 PT on Sunday, at the end of Week 5</p> <p>Completed Final Paper due 23:59 PT on Sunday, at the end of Week 7</p>	<p>1.0 hours</p>	
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	<p>person with a heuristic bent? Keep in mind the influence of interpretation from past experiences. Is the algorithmic person really immune from the heuristic bent?</p> <p>Topic 4</p> <ul style="list-style-type: none"> Pick one (or two if you like) of the following Biblical texts and write a 2 page paper (double spaced) integrating the ideas of Kohlberg's Stages of Moral Development into the concepts suggested in the scripture. <ul style="list-style-type: none"> Luke 6: 32-35 James 4:1-6 Hebrews 11:1-40 thru 12: 1-11 Choose a favorite Biblical text about moral choices and highlight the similarities to a Stage(s) in Kohlberg's Theory <p>Topic 5</p> <ul style="list-style-type: none"> Social Psychology helps to explain many group behaviors. Christianity, the church, and religions in general are groups of people. Describe two Social Psychology theories and apply them to some group processes that you have observed in the church. 			
		TOTAL HOURS FOR THE WEEK:	19.5 hours	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Topic 1: Sensation & Perception Topic 2: Memory</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Explain the processes of sight and hearing Describe the various ways we process information Describe the three-stage model of memory. Explain how we encode and retrieve information, as well as possible obstacles to either of these processes. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Chapter 3 "How We See and How We Hear" to the end of the chapter. Chapter 5 (complete) 		3.5 hours	

Video Resources	<p>View</p> <p>Lectures</p> <ul style="list-style-type: none"> • Week 2 Overview <p>View</p> <ul style="list-style-type: none"> • Optical Illusions • Selective Attention • A Man With a 30 Second Memory • How Accurate is Eyewitness Testimony: Part 1 • How Accurate is Eyewitness Testimony: Part 2 • Dementia: Treatments and Potential Cures • Laura Wayman, Dementia Whisperer • Joshua Foer: Feats of memory anyone can do 		1.5 hours	
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> • Gestalt Laws of Perceptual Organization • Sparknotes: Sensation and Perception • Short Term Memory Games • Fun Mnemonics to Help with Memory • Laura Wayman's blog on dementia 		1.0 hours	
Optional Resources (in Supplemental Materials link)	<p>Review</p> <ul style="list-style-type: none"> • Go to http://www.lumosity.com/ and go through the Getting Started process, take the free test. 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Perception <ul style="list-style-type: none"> ○ All of us have made errors in perception. After reviewing the course materials this week, share a relevant example where your interpretation or perception of an event may have been skewed. ○ What skewed your perception? 	See <i>Discussion Guidelines</i>	6.0 hours	

	<ul style="list-style-type: none"> ○ How do you think perception impacts relationships between people? ● DQ #2: Alzheimer's <ul style="list-style-type: none"> ○ Just as neurodevelopmental disabilities are increasing so are the number of people with Alzheimer's. ○ Watch the video Dementia: Treatments and Potential Cures and read a couple of the Blog postings from Laura Wayman's site in the Course Materials Folder. ○ Some of you may have already experienced the trials that face a family with a loved one who has Alzheimer's, many of you will experience it sometime later. ○ There is some disagreement among caregivers about how to work with Alzheimer's patients day-to-day. ○ If you have had experience with someone with Alzheimer's, how did you see the caregivers interact with them? ○ Whether you have had experience or not, what do you think would be the best way to care for them - to join them in their world, or try to bring them back to ours? 			
Chapter 5 Assignment: Memory	<p>Chapter 5 Assignment: Memory</p> <ul style="list-style-type: none"> ● Write three pages, APA format, cover page, reference page and in-text citations if needed. ● View the rubric here. <p>How we think and how we make decisions is a part of everyday life. Short and long term memories have profound influences on how we live life, because our recollections of past events affect us every present moment. Understanding how we encode and retrieve information is extremely helpful, if you've ever tried to remember something. In addition, the accuracy of memory has significant implications for how confident we can be in remembering past events. This issue has a sober meaning when it comes to eye-witness testimony and how it may affect the fate of another human being.</p> <p>Topic 1: Short Term Memory: 1 page</p> <ul style="list-style-type: none"> ● Have a partner list 10 items, not within eyesight. Have your partner read the first item and you repeat it back. Continue repeating each item until 5 items have been presented by your partner. Next your partner will read 4 numbers and ask you to recall them backwards. For example 4, 25, 2, & 8 repeated as 8, 2, 25, 4. After recalling the 4 numbers backwards, try to recall the first 5 items in the order initially presented. ● If successful, continue this exercise adding 2 or 3 more items, after which you will again be asked to repeat 4 different numbers backwards, followed by repeating the items in order once again. 	23:59 PT on Sunday, at the end of Week 2	4.5 hours	

	<ul style="list-style-type: none"> Continue until items can no longer be remembered. How far did you get? Include the results, the name of the procedure according to your text, and describe what is happening. <p>Topic 2: Encoding: 1 page</p> <ul style="list-style-type: none"> There are many helpful exercises for encoding information. For those that are visual, one way of remembering items is to place them in a mental picture, so that they can be “seen” as part of a whole image. This technique can be as creative or as far-fetched as one desires, and the picture does not have to be a realistic one. It only has to work for one’s memory recall. For example, one might be trying to remember the terms bird, computer, glass, tree, book, and clock. The image created might be seeing a bird drinking a glass of water, sitting on a computer, book in claw, with a clock on the wall. Choose one of the methods used in your book to help encode information and apply it to help you remember a series of at least 9 items. Describe the method used and whether it enhanced or hindered your ability to remember the items. <p>Topic 3: Retrieval: 1 page</p> <ul style="list-style-type: none"> After having read and viewed the issues concerning inaccurate recollections of events or false memories in the Eyewitness Testimony videos, write a 1 page paper on the processes at work and how this can happen. 			
Quiz	<p>Quiz #2: Sensation, Perception and Memory</p> <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 30 multiple-choice questions. You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. Your highest score will be automatically recorded in the gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 	23:59 PT on Sunday, at the end of Week 2	2.0 hours	
Biblical Integration Research Paper	<p>Continue</p> <ul style="list-style-type: none"> Continue working on your final paper. 10 pages; APA formatting 		1.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.5 hours	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Topic 1: Thinking and Intelligence Topic 2: Research</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify problem solving strategies and possible blocks to their effectiveness Summarize the controversies about intelligence testing Recognize and explain the four major research perspectives Describe the primary research methods used by psychologists Explain how to read research results 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Griggs, Chapter 1 “Research Methods Used by Psychologists” to the end of the chapter. Griggs, Chapter 6 		3.0 hours	
Video Resources	<p>View</p> <p>Lectures</p> <ul style="list-style-type: none"> Week 3 Overview Ambrose, Research Methods <p>View</p> <ul style="list-style-type: none"> Experimental Research Methods in Psychology Non-experimental Research Methods in Psychology Obedience and Ethics: Benefits and Costs of Psychological Conformity Studies Psychology Research in Context Intelligence, Creativity, & Thinking Styles IQ, or Multiple Intelligence What is Multiple Intelligence Theory? 		2.5 hours	
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> Gerald Keegan's Psychology Site This site gives some more visual examples of the different types of research. 		0.5 hours	
Optional Resources (in Supplemental Materials link)	<p>Review</p> <ul style="list-style-type: none"> Overview of Qualitative Research Methods Emotional Intelligence Test (not for Grading) Mystery of Genius: Masters and Madmen 			

<p>Discussion</p>	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: Research <ul style="list-style-type: none"> ○ Research is often quoted in the media, on talk shows, or by public figures as evidence for some point they are making. When people say, "research says" it is supposed to mean the facts are irrefutable. ○ Is this really true? If so, how do you think about conflicting research studies? ○ If not, is it possible to use research in a convincing way in these kinds of situations? ○ What would you look for to determine if the research was really credible or if the conclusions were over-stated? 	<p>See <i>Discussion Guidelines</i></p>	<p>3.0 hours</p>	
<p>Chapter 6 Assignment: Thinking and Intelligence</p>	<p>Write</p> <ul style="list-style-type: none"> • Write one page, APA format, cover page, reference page and in-text citations if needed. • View the rubric here. <p>Topic 1: Algorithm and Heuristic Problem Solving: 1 page</p> <ul style="list-style-type: none"> • How do you solve problems? Are you completely logical? Or are you more intuitive? Is one method better than the other? Consider the issues in problem solving and answer the following: • Would it be possible to make a decision about buying a car, using a purely algorithm method? How might heuristic problem solving be applied to making a judgment about buying the same car? Which method (if either) would result in the "best" decision? Hint: Is buying a car an "emotional" issue, or is it purely logical? Describe the application of each method to this decision and which one you would use. Is either method better? Please explain. <p>Topic 2: Intelligence Testing: 1 page</p>	<p>23:59 PT on Sunday, at the end of Week 3</p>	<p>3.5 hours</p>	

	<ul style="list-style-type: none"> What is intelligence and are the methods of measuring it the best way to assess a person? Are there other ways of thinking about this issue? Be sure to review the applicable resources and write a paper about the controversies of intelligence testing. 			
Chapter 1 Assignment: Research Experiment and Paper	<ul style="list-style-type: none"> Assignment Length: 2 pages, APA format, cover page, reference page and in-text citations if needed. View the rubric here. <p>Research Methods fall into three categories including descriptive methods, correlation methods, and experimental methods. Descriptive methods fall into three sub-categories which include observation, case studies, and surveys. Because of the complexity of designing a good study, research is usually arduous and takes a great deal of time. Experimental research can take months, years, or even decades to design, collect the data and interpret the findings. Although this type of research is obviously beyond the scope of this class, you can get a taste of what it is like by doing a simple observational procedure.</p> <p>Observational procedures do not start with a formal hypothesis. The intent is to observe, unbiased, so that you can “see” what is really happening. Many of our biases cause us to overlook the obvious, so try to suspend your judgment in order to report exactly what you observe...the data. Be patient as you observe. There will be room for your interpretations after the data is collected. Here is the format and the assignment:</p> <p>Report Outline</p> <ul style="list-style-type: none"> Description of the Study Methodology - How was the data collected or generated? And, how was it analyzed? Presentation of the Data - should state the findings of the research. Speculative Results – What do you think caused the results you observed? Limitations of the Study - those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research. Summary and Conclusions <p>Choose 1 of the 3 following options</p> <p>OPTION # 1: “DOES STOP MEAN STOP?”</p> <ul style="list-style-type: none"> Step 1: Choose a relatively busy intersection where you can observe drivers coming to a stop sign, from an unobtrusive position. You do not want the drivers noticing you as they approach the stop sign. Consider certain details you will observe, such as gender of the driver, types of cars (bright, sporty, utilitarian), number of people in the vehicle, broad age 	23:59 PT on Sunday, at the end of Week 3	3.5 hours	

	<p>differences such as minors or adult drivers. You can choose other parameters to observe if you wish, but don't choose too many or your study will become too complex. You will be observing which people roll through the intersection without making a complete stop and which ones make a complete stop.</p> <ul style="list-style-type: none"> • Step 2: Define COMPLETE STOP. Is it literally the wheels stopping, or a very slow roll? It makes a difference, and this is one of the challenges of research: choosing how tight the parameters will be, so that any replications of the study can have the exact same parameters, and so that your observations are consistent each time you make an observation. What are the ramifications of this definition? Does anyone really completely stop? Will you make an allowance for the vehicle that is in the "spirit of stopping" and clearly is not a roll through? Where will you draw the line? However you define it, keep it consistent throughout your procedure. • Step 3: Choose the number of vehicles you will observe. In general, the more numbers in the sample the more data, and therefore the more possible speculation about causal relationships. • Step 4: Describe your method for collecting data, such as a table, chart, etc. Step 5: Collect your data. • Step 6: Analyze the data, speculate and support any possible conclusions. Example: Based on my observations (supply data) teens are more likely to roll through a stop sign than adult drivers. Note: It is possible that your data may not support any clear speculation. Now what? How might you redesign the study? • Step 7: Since in observational research you are not manipulating any variables, what factors in the environment might have influenced your data. For example, consider the weather, time of day (rush hour), a police car parked close to the intersection, etc. • Step 8: Write a narrative report that follows the Report Format. <p>OPTION # 2: "PICK UP AFTER YOURSELF"</p> <ul style="list-style-type: none"> • Step 1: Choose a relatively busy fast food restaurant or food court in a mall that has indoor seating. Position yourself so that you can be an unobtrusive observer. You will be observing the SELF-BUSSING BEHAVIORS of the patrons in the restaurant. Just as in OPTION #1, you will need to define SELF-BUSSING BEHAVIORS. Does this mean cleaning up all of the food, plates, and utensils or does it also include wiping the crumbs off the table? Define it and keep the standard consistent for your observations with each patron or group. • Step 2: Consider the details you will observe in the patrons, such as who does most of the cleaning, what is the gender, estimation of age, various dynamics 			
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	<p>when it is a group or family, etc.</p> <ul style="list-style-type: none"> • Step 3: Choose the number of tables to observe. In general, the more numbers in the sample the more data, and therefore the more possible speculation about causal relationships. • Step 4: Describe your method for collecting data, such as a table or chart, etc. • Step 5: Collect your data. • Step 6: Analyze the data, speculate and support any possible conclusions: • Example: Based on my observations (supply data) teens are more likely to clean up their tables than elderly people in a fast food restaurant. Note: It is possible that your data may not support any clear speculation. Now what? How might you redesign the study? • Step 7: Since in observational research you are not manipulating any variables, what factors in the environment might have influenced your data. For example, consider the time of day (a rushed lunch hour), proximity to distracting activities such as an amusement park, or a more spread out seating arrangement typical in a food court. • Step 8: Write a narrative report that follows the Report Format. <p>OPTION # 3: YOU CHOOSE YOUR NATURALISTIC OBSERVATIONAL PROCEDURE</p> <ul style="list-style-type: none"> • Step 1: Review the procedures in OPTIONS 1 & 2 so that you have a sense of how to design and structure your own observations. • Step 2: Choose your setting and closely define what you are observing. • Step 3: Choose the number of times you will make observations. In other words, how big is your sample? In general, the more numbers in the sample the more data, and therefore the more possible speculation about causal relationships. • Step 4: Describe your method for collecting data, such as a table or chart, etc. Step 5: Collect your data. • Step 6: Analyze the data, speculate and support any possible conclusions. Note: It is possible that your data may not support any clear speculation. Now what? How might you redesign the study? • Step 7: Since in observational research you are not manipulating any variables, what factors in the environment might have influenced your data. • Step 8: Write a narrative report that follows the Report Format. 			
Quiz	<p>Quiz #3: Thinking, and Intelligence & Research</p> <ul style="list-style-type: none"> • You will have 35 minutes to take the quiz with 33 multiple-choice questions. • You may take the quiz a total of two times, so if you 	<p>23:59 PT on Sunday, at the end of Week 3</p>	<p>2.0 hours</p>	

	<p>miss questions, review the appropriate sections in the textbook and then take the quiz again.</p> <ul style="list-style-type: none"> • Your highest score will be automatically recorded in the Gradebook. • Once the quiz is closed, you can view your attempt and see the correct answers. 			
Biblical Integration Research Paper	<p>Continue</p> <ul style="list-style-type: none"> • Continue working on your final paper. • 10 pages; APA formatting 	23:59 PT on Sunday, at the end of Week 7	1.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.0 hours	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Topic 1: Learning Topic 2: Prenatal Development & Infancy Topic 3: How We Think Throughout Our Lives</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Explain the theories of learning and their application. • Summarize the necessary biological preparedness for learning. • Explain Piaget's and Vygotsky's theories of development • Explain how intelligence changes in adulthood 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Griggs, Chapter 4 • Griggs, Chapter 7: Beginning through "How We Think Throughout Our Lives" 		3.5 hours	

Video Resources	<p>View</p> <p>Lecture</p> <ul style="list-style-type: none"> • Week 4 overview <p>View</p> <ul style="list-style-type: none"> • Classical Conditioning: Pavlov's Dog Animated • Classical Conditioning: John Watson & Little Albert • Operant Conditioning: B.F. Skinner's Pigeons • Operant Conditioning: Training a Dog to Roll Over • Into the Mind: Emotions • Piaget's Cognitive Developmental Theory Overview <ul style="list-style-type: none"> ○ Stage 1: Sensorimotor ○ Stage 2: Preoperational ○ Stage 3: Concrete Operational ○ Stage 4: Formal Operations 		2.0 hours	
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> • Short Biography of Ivan Pavlov • A Summary of Operant Conditioning 		0.5 hours	
Optional Resources (in Supplemental Materials link)	<p>Review</p> <ul style="list-style-type: none"> • Typical Speech and Language Development • Language development in children 0-8 years. • Chomsky and Language Development 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: Developmental Psychology <ul style="list-style-type: none"> ○ Lev Vygotsky was a proponent of development through sociocultural interaction. He believed that learning happened through social connections between child and adult. ○ He coined the terms "zone of proximal 	See <i>Discussion Guidelines</i>	3.0 hours	

	<p>development” and “scaffolding” both emphasizing the importance of the influence others have on a child’s thinking skills.</p> <ul style="list-style-type: none"> ○ Reread pages 307-308 and be prepared to discuss these questions. ○ Can you look back and remember a time when sociocultural interaction was important to your development? Explain ○ Do you think this theory still holds true as we become adults? ○ As maturing adults is it important to surround ourselves with people we can trust to guide us through our own “zone of proximal development” or are we able to “go it alone” after a certain age? If so what age and why? 			
Chapter 4 Assignment: Models of Learning	<p>Write</p> <ul style="list-style-type: none"> ● Part 1: Classical Conditioning 10 day project Abstract <ul style="list-style-type: none"> ○ Plan a project using the Classical Conditioning model. ○ Write an Abstract about it. ○ APA format, cover page, reference page and in-text citations if needed. ○ Begin your 10 day project. ○ View the rubric here. <p>You have probably used behavioral modification and not even known it. If you have ever taught a class, you’ve used it in some form. For example, it is being applied even as you read right now. You will be graded on this assignment based on an operant conditioning model with positive reinforcement and a continuous schedule of reinforcement. Both the Classical and Operant forms of learning are classics, in that they have been accepted as true behavioral modification models.</p> <p>They are worth knowing, because you will be exposed to them the rest of your life, whether you know it or not. In addition, they may help you know more about what is being done to you. For example, have you ever used the slot machines at a casino? Or have you ever played the lotto? Any idea what model and what type of reinforcement is being used on you and why it is so effective in taking your money? This is a 2 part assignment, with each part due on a different day</p> <p>Part 1: Classical Conditioning, Write an Abstract</p> <ul style="list-style-type: none"> ● Due at the end of week 4: Abstract about this project. <ul style="list-style-type: none"> ○ Choose a behavior of your OWN or a behavior of a pet (YOU MUST BE HUMANE WHILE DOING THIS) that you would like to modify. Using the Classical Conditioning model consider a bad habit you want to change or a good one you want to develop. 	<p>23:59 PT on Sunday, at the end of Week 4</p>	<p>3.0 hours</p>	

	<p>In the case of a pet consider an action you want them to stop (barking, biting, jumping on people/furniture) or one you want them to do (walk beside you, drop a ball after it's been chased and brought back, etc.). For pets I know there are many kinds of pet and many conditioning options just keep it safe and kind.</p> <ul style="list-style-type: none">○ You must spend at least 10 solid days devoted to this project in order to see solid results, so get started right away. <p>Instructions for writing an Abstract</p> <ul style="list-style-type: none">● At the top of your page write the title "Abstract," then space down two lines.● For all abstracts: Write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced, between 150 and 250 words.● For this abstract also include: A concise summary of the behavior you're going to use Classical Conditioning for, and who you are going to use it on. Write details about what you are going to do and what you expect to see happen. <p>Part 2: Write a 2-3 page paper</p> <ul style="list-style-type: none">● Due at the end of week 6: Paper about this project<ul style="list-style-type: none">○ Explain your project.<ul style="list-style-type: none">■ What were the UCS, UCR, CS, and CR?■ Unconditioned stimulus (UCS) – The stimulus that elicits the reflexive response (In Pavlov's dogs, the UCS is the meat powder).■ Unconditioned response (UCR) - the response automatically elicited by the UCS (For the dogs UCR is salivating in response to the meat powder).■ Conditioned stimulus (CS) - To achieve conditioning, the neutral stimulus (as in the case with the dogs; a tone) is presented just before (ideally one-half to one full second before) the UCS (meat powder) for several trials.■ Conditioned response (CR) – The learned response to the			
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	<p>conditioned stimulus. • Explain the process of shaping the behavior.</p> <ul style="list-style-type: none"> ▪ Discuss the results and an analysis of recommendations for improvement or future changes. <p>Adapted from: Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research. Retrieved 9/21/17 from: http://www.hbcse.tifr.res.in/jrmcont/notespart1/node64.html</p>			
Chapter 7 Assignment: Cognitive Development	<ul style="list-style-type: none"> • APA format, cover page, reference page and in-text citations if needed. Abstract not required. Write 1 page. • View the rubric here. <p>Considering each stage of Piaget's theory of Cognitive Development, how might a child approach the game of Monopoly at each stage? Considering the level of development, what could they do and what could they not do? What would their behavior look like?</p> <ul style="list-style-type: none"> • Sensorimotor (birth thru 2 yrs): • Preoperational (2 to 6 yrs): • Concrete Operational (6 to 12 yrs): • Formal Operations (12 thru adult): 	23:59 PT on Sunday, at the end of Week 4	3.5 hours	
Quiz	<p>Quiz #4: Learning, Prenatal Development & Infancy, and How We Think Throughout Our Lives</p> <ul style="list-style-type: none"> • You will have 35 minutes to take the quiz with 33 multiple-choice questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. • Your highest score will be automatically recorded in the gradebook. • Once the quiz is closed, you can view your attempt and see the correct answers. 	23:59 PT on Sunday, at the end of Week 4	2.0 hours	
Biblical Integration Research Paper	<p>Continue</p> <ul style="list-style-type: none"> • Continue working on your final paper. • 10 pages; APA formatting 	23:59 PT on Sunday, at the end of Week 7	2.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.5 hours	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Topic 1: Moral & Social Development Topic 2: Personality Theories & Assessment</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Explain the stages of Moral Reasoning and apply them when coming to an understanding of why people react to the same situation differently. • Explain the differences in parenting styles and analyze their impact on child development. • Explain Erikson's psychosocial issues and their crisis. • Analyze and compare social learning theory to the recent debate on the effects of violence in the media and violence on school campuses. • Utilize an understanding of trait theories to gain insight into the personalities of people we interact with on a daily basis. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Griggs, Chapter 7: "Moral Development and Social Development" through to the end. • Griggs, Chapter 8 		2.5 hours	
Video Resources	<p>View</p> <p>Lecture</p> <ul style="list-style-type: none"> • Week 5 Overview <p>View</p> <ul style="list-style-type: none"> • Bandura's Self-Efficacy Theory • Erikson's Stages of Psychosocial Development • Freud: Psychoanalytic Therapy • Bandura's Social-Learning Theory • Learned Helplessness Theory • The Big Five of Personality • Harlow's Monkeys 		1.0 hours	
Web Resources (in Readings link)	<p>Review</p> <ul style="list-style-type: none"> • Simply Psychology: Carl Rogers • Simply Psychology: Maslow's Hierarchy of Needs • How About Working on Your Theory of Mind • Simply Psychology: Attachment Theory 		1.5 hours	
Optional Resources (in Supplemental Materials link)	<p>Review</p> <ul style="list-style-type: none"> • Attachment Theory Overview • Kohlberg moral development • Trait Theories • 16 PF Traits 			

Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: God's presence <ul style="list-style-type: none"> ○ When you watched the Harlow's monkey's video, how do the concepts translate to your own view of God's presence and sovereignty in your own world? ○ Can we just choose to believe He is present or powerful in our lives, then automatically feel confident as a result? ○ If not, what is it that makes His presence real for you? 	<p>See <i>Discussion Guidelines</i></p>	<p>3.0 hours</p>	
<p>Chapter 7 Assignment: Developmental Psychology</p>	<p>Write</p> <ul style="list-style-type: none"> • APA format, cover page, reference page and in-text citations if needed. Abstract not required. • Assignment Length: 2 pages • View the rubric here. <p>What processes are at work as we develop in our thinking, our moral reasoning and in our relational or social world? Piaget, Kohlberg and Erikson are key theorists who tried to answer some of these questions. Understanding development is important because it can help us see where people are stuck. Piaget's theory can help us understand ways to teach so that we can target learning or interventions to match the person's cognitive ability. Kohlberg's theory has huge ramifications for social conscience issues, and for teaching about morality. Erikson helps us understand the developmental tasks that must be confronted in order to develop healthy relationships. We experience the principles of these developmental theories every day of our lives and they impact our quality of life.</p> <p>Choose Option 1 or 2 below:</p> <p>Option #1:</p> <p>If you have a child or have a close relationship to a child,</p>	<p>23:59 PT on Sunday, at the end of Week 5</p>	<p>3.5 hours</p>	

	<p>discuss A, B, C, and D:</p> <ul style="list-style-type: none"> Utilize Piaget's theory of Cognitive Development to discuss the specific developmental stage of this child, including examples of interactions that highlight aspects of the stage. Utilize Kohlberg's theory of Moral Reasoning to discuss the stage of moral development of this child with examples. Utilize Erikson's Psychosocial Stage Theory to highlight the social developmental stage of this child and give examples. Did you notice any other developmental issues that couldn't be explained directly by one of these theories, or did you notice any factors that may have enhanced or delayed the development of this child. <p>Option #2: Discuss A, B, and C:</p> <ul style="list-style-type: none"> Consider Kohlberg's theory of Moral Reasoning. Doing the "right thing" by helping the little old lady across the street may have any number of motivations. Apply each level of Kohlberg's theory to the possible motivations for this decision. Consider Erikson's Psychosocial Stage Theory. According to his theory, each stage presents a major psychological task that needs to be overcome. Select 3 stages and give an example of a successful resolution as well as an example of an unsuccessful resolution and the ramifications for each. For example, an infant that is not nurtured may have difficulty bonding in relationships due to unsuccessful resolution of the trust versus mistrust stage of development. C) What factors might enhance or delay the person's development in each of these theories? 			
<p>Chapter 8 Assignment: Personality Theory and Assessment</p>	<ul style="list-style-type: none"> APA format, cover page, reference page and in-text citations if needed. Assignment Length: 2 pages total. Write 1-2 sentences for each numbered question below. View the rubric here. <p>Personality Theory is about what makes us tick, inside. As always, there are many views that emphasize some core aspects of personality. Together, these theories offer a broad range of insights, and they attest to the complex nature of the human being. Whether you agree with a theory or not, you would be surprised how much these theories have infiltrated our everyday life:</p> <p>Have you ever made a "Freudian slip"? Ever been in denial of something? Have you ever looked at a sequence of needs..."let</p>	<p>23:59 PT on Sunday, at the end of Week 5</p>	<p>3.5 hours</p>	

	<p>me eat first, then we'll talk"? Have you ever felt like the world had more power over you than you have over the world? Have you ever taken a short trait test out of curiosity to see your characteristic tendencies?</p> <p>Psychoanalytic Theory</p> <ol style="list-style-type: none"> 1. Give an example other than those in the book for each of the following defense mechanisms according to Psychoanalytic theory: <ul style="list-style-type: none"> ○ Repression: ○ Regression: ○ Denial: ○ Displacement: ○ Sublimation: ○ Reaction formation: ○ Projection: ○ Rationalization: 2. What are the main contributions of Freud's theory of personality? 3. What are some of the main criticisms of Freud's theory of personality? <p>Social-Cognitive Theory</p> <ol style="list-style-type: none"> 1. Give an example of external locus of control and internal locus of control. What are the ramifications of these concepts for a person's motivation to take on a difficult project? 2. Locus of control: Apply the principles of learned helplessness and internal or external locus of control to your own life. Have you witnessed these principles in your own life? If so, how? If not, why do you think that is? Please explain. 3. In the recent mass killing of children at an elementary school in Connecticut, the media reported that the shooter had a history of playing violent video games. Considering Bandura's social learning theory and another resource on the subject, give your impressions on this issue. <p>Trait Theories of Personality</p> <ol style="list-style-type: none"> 1. Write a paragraph: Consider the Big Five Personality Trait Dimensions: Choose a person (carefully and appropriately) or a character in a movie who you can evaluate along these dimensions. Give examples of each dimension. 			
Quiz	<p>Quiz #5: Moral & Social Development, and Personality Theories & Assessment</p> <ul style="list-style-type: none"> • You will have 30 minutes to take the quiz with 30 multiple-choice questions. • You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. • Your highest score will be automatically recorded in the Gradebook. • Once the quiz is closed, you can view your attempt 	<p>23:59 PT on Sunday, at the end of Week 5</p>	<p>2.0 hours</p>	

	and see the correct answers.			
Biblical Integration Research Paper	Sensation & Perception Annotated Bibliography <ul style="list-style-type: none"> Find a book/article for each subject in topic 2 (Epistemology, miracles and science). Write an annotated bibliography of the book/articles you have chosen and submit it to Turnitin this week. 	23:59 PT on Sunday, at the end of Week 5	2.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.0 hours	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	Social Psychology By the end of this week, you should be able to: <ul style="list-style-type: none"> Explain how our behavior is influenced by others. Understand how we are influenced by others in a group setting. Recognize attitudes about our own and others' behavior. 			
Reading Assignments	Read <ul style="list-style-type: none"> Griggs, Chapter 9 When You Don't Fit In At Church Billy Graham on Being a Nonconformist Telford Work's Blog Theological FAQ The Adulthood Myth: How Social Conformity Impedes Christian Adulthood Are Church Cliques Harmful to Your Spiritual Health? 		2.5 hours	
Video Resources	View Lecture <ul style="list-style-type: none"> Week 6 Overview View <ul style="list-style-type: none"> Conformity: Class Experiment Conformity: In a Smoke-Filled Room Conformity: To Gender Roles Obedience or Resisting Authority: A Psychological Retrospective Obedience to Death: The Jonestown Massacre The Bystander Experiment 		1.0 hours	

Optional Resources (in Supplemental Materials Link)	Review <ul style="list-style-type: none"> • Normative Social Influence • What is Compliance? • Social Skills: Role Playing 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Conformity <ul style="list-style-type: none"> ○ How can you distinguish healthy from unhealthy conformity in the Christian community? ○ Be sure to give a clear description of both "healthy conformity" and "unhealthy conformity" in your response. ○ In your opinion, what are the most effective steps a Christian community can take to move towards healthy community? Or should it attempt to do that in the first place? • DQ #2: Conformity and Belonging <ul style="list-style-type: none"> ○ Read Romans 12:1-2. After reading the articles by Sigafus, Graham, and Work, how does conformity and belonging from a psychological perspective relate to our Christian practice? ○ How do the influences around us (the world) relate to this as well? ○ Do you agree with the articles and their stances on these things? ○ Why or why not? 	<i>See Discussion Guidelines</i>	6.0 hours	

<p>Chapter 9 Assignment: Social Psychology</p>	<p>Write</p> <ul style="list-style-type: none"> • Assignment Length: one page with proper use of APA formatting, including cover page, reference list and in-text citations if needed (abstract not required). • This is a 2 part assignment. • View the rubric here. <p>Part #1</p> <p>Why do we act certain ways in social settings? Social Psychology attempts to address issues of social pressure and personal decision making, techniques of manipulation or influence, and what we attribute to other people's reasons for why they do what they do. You are a participant every day. Have you ever bought anything from a salesperson? Have you ever been on a committee, or have you taken up a "cause" along with others? Have you ever felt "pulled" by a group mentality (group think), but felt you couldn't resist? Did you ever want to speak up, but didn't? Don't feel bad...everyone has done it.</p> <p>Answer ALL questions below:</p> <ul style="list-style-type: none"> • Discuss and give an example of normative social influence. This can be something you have read about, experienced for yourself, or observed in a group. • What compliance technique(s) might a car salesman use to make the deal? Have you ever experienced this? • Give a real-life example for each of the following techniques: <ul style="list-style-type: none"> ○ Foot-in-the-Door ○ Door-in-the-Face ○ Low-Ball ○ That's not All • Explain the common themes of Milgram's study on obedience, the "Astroten" study and the Jonestown massacre. Discuss another example of destructive obedience. • Discuss social loafing and give an example. • Discuss group polarization and groupthink and give examples. • The Fundamental Attribution Error is common, and it has significant implications for how we see others and ourselves. Why might we act with exactly the same behavior as another person, yet see ourselves as justified and the other person as having some deficiency? <p>Part #2</p> <p>You should have already read the articles in the Reading tab (in the Course Materials Folder). This part of the assignment is</p>	<p>23:59 PT on Sunday, at the end of Week 6</p>	<p>3.5 hours</p>	
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	<p>your own personal reflection on what you have read.</p> <p>In today's world there are so many things that we are blatantly asked to conform to and others that are very subtle enticements through what we see on the TV and movie screen, witness in public, or talk about with friends or in private.</p> <ul style="list-style-type: none"> • Have you conformed? • Has it compromised your faith? • Based on scripture and what you just read is there no way out of the compromises you have made? • If you have made some compromises you shouldn't have, what can you do to turn things around? 			
<p>Chapter 4 Assignment: Models of Learning</p>	<p>Part 1: Classical Conditioning 10 day project Abstract</p> <ul style="list-style-type: none"> • Plan a project using the Classical Conditioning model. • Write an Abstract about it. • APA format, cover page, reference page and in-text citations if needed. • Begin your 10 day project. • View the rubric here. <p>You have probably used behavioral modification and not even known it. If you have ever taught a class, you've used it in some form. For example, it is being applied even as you read right now. You will be graded on this assignment based on an operant conditioning model with positive reinforcement and a continuous schedule of reinforcement. Both the Classical and Operant forms of learning are classics, in that they have been accepted as true behavioral modification models.</p> <p>They are worth knowing, because you will be exposed to them the rest of your life, whether you know it or not. In addition, they may help you know more about what is being done to you. For example, have you ever used the slot machines at a casino? Or have you ever played the lotto? Any idea what model and what type of reinforcement is being used on you and why it is so effective in taking your money? This is a 2 part assignment, with each part due on a different day</p> <p>Part 1: Classical Conditioning, Write an Abstract</p> <p>Due at the end of week 4: Abstract about this project.</p> <ul style="list-style-type: none"> • Choose a behavior of your OWN or a behavior of a pet (YOU MUST BE HUMANE WHILE DOING THIS) that you would like to modify. Using the Classical Conditioning model consider a bad habit you want to change or a good one you want to develop. In the case of a pet consider an action you want them to stop (barking, biting, jumping on people/furniture) or one you want them to do (walk beside you, drop a ball after it's been chased and brought back, etc.). For pets I know there are many kinds of pet and many conditioning options just keep it safe and kind. 	<p>23:59 PT on Sunday, at the end of Week 6</p>	<p>2.0 hours</p>	

	<ul style="list-style-type: none">• You must spend at least 10 solid days devoted to this project in order to see solid results, so get started right away. <p>Instructions for writing an Abstract</p> <ul style="list-style-type: none">• At the top of your page write the title “Abstract,” then space down two lines.• For all abstracts: Write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced, between 150 and 250 words.• For this abstract also include: A concise summary of the behavior you’re going to use Classical Conditioning for, and who you are going to use it on. Write details about what you are going to do and what you expect to see happen. <p>Part 2: Write a 2-3 page paper</p> <p>Due at the end of week 6: Paper about this project</p> <ul style="list-style-type: none">• Explain your project.<ul style="list-style-type: none">○ What were the UCS, UCR, CS, and CR?○ Unconditioned stimulus (UCS) – The stimulus that elicits the reflexive response (In Pavlov’s dogs, the UCS is the meat powder).○ Unconditioned response (UCR) - the response automatically elicited by the UCS (For the dogs UCR is salivating in response to the meat powder).○ Conditioned stimulus (CS) - To achieve conditioning, the neutral stimulus (as in the case with the dogs; a tone) is presented just before (ideally one-half to one full second before) the UCS (meat powder) for several trials.○ Conditioned response (CR) – The learned response to the conditioned stimulus. • Explain the process of shaping the behavior.○ Discuss the results and an analysis of recommendations for improvement or future changes. <p>Adapted from: Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research. Retrieved 9/21/17 from: http://www.hbcse.tifr.res.in/jrmcont/notespart1/node64.html</p>			
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Quiz	Quiz #6: Social Psychology <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 30 multiple-choice questions. You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 	23:59 PT on Sunday, at the end of Week 6	2.0 hours	
Biblical Integration Research Paper	Continue <ul style="list-style-type: none"> Continue working on your final paper. 10 pages; APA formatting 	23:59 PT on Sunday, at the end of Week 7	2.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.0 hours	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	Abnormal Psychology By the end of this week, you should be able to: <ul style="list-style-type: none"> Discuss the processes of sight and hearing Describe the various ways we process information Explain the theories of learning and their application Summarize the necessary biological preparedness for learning 			
Reading Assignments	Read <ul style="list-style-type: none"> Griggs, Chapter 10 		2.0 hours	
Video Resources	View Lecture <ul style="list-style-type: none"> Week 7 Overview View <ul style="list-style-type: none"> Anxiety Disorders Overview The Aviator: Obsessive Compulsive Disorder As Good as It Gets: Obsessive Compulsive Disorder Depression: A Family Interview Bipolar Documentary Charlie Sheen . . . Bipolar? Four Patients with Schizophrenia 		1.0 hours	

Web Resources (in Reading link)	Review <ul style="list-style-type: none"> Psychotropic Medications & Common Side Effects 		1.0 hours	
Optional Resources (in Supplemental Materials link)	Review <ul style="list-style-type: none"> The DSM-5 Anxiety Disorders: Categories & Symptoms Psychotic Disorders: Categories & Symptoms 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Diagnoses <ul style="list-style-type: none"> What types of disorders do you think are over-diagnosed in our present culture? Are there any that are under-diagnosed? What do you think about the whole notion of giving a mental diagnosis at all? DQ #2: Christian Perspective <ul style="list-style-type: none"> There are some Christians who believe that faith is the cure-all for all illness including mental illness. They would recommend prayer over medication and pastoral guidance over diagnosis. After reviewing this week's course materials, how would you respond (in a winsome way) to someone who told a person who was struggling with a mental illness to just pray about it? Is there any truth to what they're saying? Why or why not? 	<i>See Discussion Guidelines</i>	6.0 hours	

Chapter 10 Assignment: Abnormal Psychology	<p>Write</p> <ul style="list-style-type: none"> Assignment Length: two pages with proper use of APA formatting, including cover page, reference list and in-text citations if needed (abstract not required). View the rubric here. <p>The Diagnostic and Statistical Manual of Mental Disorders lists about every possible mental diagnosis a human being can have. Some clinicians resist the notion of labeling anyone with a mental illness. Most people recognize clusters of characteristics or behaviors that seem odd or different from the norm. Being different doesn't necessarily qualify one for a mental diagnosis, because being different isn't necessarily bad. For a diagnosis to be applied a person usually has to be substantially impaired in a number of functions that negatively affect their quality of life. These diagnostic issues are all around us...in the media, literature, or even next door. (Yikes) But, a little bit of knowledge can be very dangerous, and these categories need to be handled carefully and with respect. Human beings have a tendency to label because we seem to like things neat and tidy; in some category...it's a control thing.</p> <p>Your book discusses three major categories of mental disorders, including Anxiety Disorders, Mood Disorders, and Schizophrenic Disorders. Write a paper on a character from film, literature, or a historical figure that manifests symptoms of one of these disorders.</p> <ol style="list-style-type: none"> Discuss the symptoms and how they are represented in the character. How did this disorder impact the individual and those closest to them? Were there any attempts at interventions and did they work? Considering the diagnosis, was the person handled with dignity? 	23:59 PT on Sunday, at the end of Week 7	3.5 hours	
Quiz	<p>Quiz #7: Abnormal Psychology</p> <ul style="list-style-type: none"> You will have 30 minutes to take the quiz with 30 multiple-choice questions. You may take the quiz a total of two times, so if you miss questions, review the appropriate sections in the textbook and then take the quiz again. Your highest score will be automatically recorded in the Gradebook. Once the quiz is closed, you can view your attempt and see the correct answers. 	23:59 PT on Sunday, at the end of Week 7	2.0 hours	
Biblical Integration Research Paper	<p>Instructions:</p> <ul style="list-style-type: none"> Research each of the five topics described below. Write two pages on each topic. Must be in APA format. 	23:59 PT on Sunday, at the end of Week 7	4.0 hours	

	<ul style="list-style-type: none"> • Title page. • Correct citations. • Reference page and in-text citations. • Approximately 10 pages in length, not including the Title and Reference pages, double spaced. • View the rubric here. • Helpful Resource: <ul style="list-style-type: none"> ○ JP Moreland at WJU Chapel – This talk will be helpful for the first sections of your integration paper. • Annotated bibliography due end of week 5. <ul style="list-style-type: none"> ○ Find a book/article for each subject in topic 2 (Epistemology, miracles and science). Write an annotated bibliography of the book/articles you have chosen and submit it to Turnitin at the end of week 5. • Completed final paper due end of week 7. <p>Topic 1</p> <ul style="list-style-type: none"> • Review the “Brief History of Christian and Psychological Integration” and do a search of one of the Christian integration authors. Write about his contributions, other theories that influenced his perspective, book(s) or articles he has written, and your impressions. <p>Topic 2</p> <ul style="list-style-type: none"> • Theories of Sensation and Perception challenge the notion that what we see or hear is necessarily accurate. Hebrews 11:1 says, "Faith is the assurance of things hoped for, the conviction of things not seen". Does this mean measurements of sensation and perception trump faith, or that miracles really don't happen... rather they are just illusions? How do you know what you know? Look up at least three articles. One from each subject: <ul style="list-style-type: none"> ○ Epistemology ○ Miracles ○ Science • Give a summary and your impressions on this subject. The articles you use should be from sources that are accurate, reliable, and reputable. Not all internet resources follow this criterion. <p>Topic 3</p> <ul style="list-style-type: none"> • People seem to be wired differently, either emphasizing algorithmic or heuristic ways of problem solving or analyzing things. Apply each of these methods to interpreting scriptures. How might you expect a person with an algorithmic bent to interpret scripture? What would they look for? Conversely what would you expect from a person with a heuristic bent? Keep in mind the influence of interpretation from past experiences. Is the algorithmic person really immune from the heuristic bent? 			
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	<p>Topic 4</p> <ul style="list-style-type: none"> Pick one (or two if you like) of the following Biblical texts and write a 2 page paper (double spaced) integrating the ideas of Kohlberg's Stages of Moral Development into the concepts suggested in the scripture. <ul style="list-style-type: none"> Luke 6: 32-35 James 4:1-6 Hebrews 11:1-40 thru 12: 1-11 Choose a favorite Biblical text about moral choices and highlight the similarities to a Stage(s) in Kohlberg's Theory <p>Topic 5</p> <ul style="list-style-type: none"> Social Psychology helps to explain many group behaviors. Christianity, the church, and religions in general are groups of people. Describe two Social Psychology theories and apply them to some group processes that you have observed in the church. 			
Course Evaluation	<p>Evaluate</p> <ul style="list-style-type: none"> Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses. After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	23:59 PT on Sunday, at the end of Week 7		
		TOTAL HOURS FOR THE WEEK:	19.5 hours	