



SYLLABUS

Course Title	Intro to Psychology
Course Number	PSY 117 ONL
Number of Credits	3
Course Dates	5/25/20 - 7/25/20
Instructor	Dr. Jocelyn Schock King
Email Address	jocelyn.schockking@doane.edu
Office Hours/Availability	
Phone Number	
Textbook Information: (e.g. title, edition, publisher, ISBN)	Psychology - Modules for Active Learning (14th ed). Coon, D., Mitterer, J.O., Martini, T.S. Cengage. Boston, MA.
Additional Course Materials	
Course Description	An introduction to the systematic study of human cognition, emotion, and behavior with an emphasis on the scientific method. Fundamentals of behavior, learning, conditioning, development, cognitive processes, perception, emotion, personality, and psychopathology are among the content areas studied. Particular

	<p>emphasis is placed on the use of the scientific method for the study of human nature. Students successfully completing the course will demonstrate a general understanding of the knowledge established in these areas, as well as the methods used by psychologists to acquire that knowledge.</p>
Foundational Area of Knowledge	<p>Community and Identity</p> <p>Students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society.</p> <p>Students will work to:</p> <ul style="list-style-type: none"> • explore dimensions of human experience with regard to perceptions of self • understand how individuals interact to form communities and social structures • analyze the practical and ethical implications of interactions between individuals and those social structures
Course Learning Outcomes/Objectives	<p>At the conclusion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of dimensions of human experience with regard to perceptions of self and others • Identify how individuals interact to form communities and social structures • Analyze the practical and ethical implications of interactions between individuals and social structures • Describe dimensions of the human experience from a psychological viewpoint • Critically examine research findings linking dimensions of the human experience to their understanding of self and others. • Demonstrate an understanding of concepts of psychology through a research-based presentation
Technology Requirements	<p>https://www.doane.edu/faq/minimum-computer-requirements</p>

Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Week 1	Introducing Psychology (History and Methodology)	<p>1. Describe the scientific method as it applies to the study of human behavior (CO 1, 4, 6)</p> <p>2. Interpret basic scientific research (CO 4, 6)</p> <p>3. Explain why psychology is a science with the primary objectives of describing, understanding, predicting and controlling behavior and mental processes. (CO 2, 4, 6)</p> <p>4. Recognize major historical events, theoretical perspectives and figures in psychology and their link to trends in current research (CO 1)</p> <p>5. Describe key regulations in the APA Ethics code for protection of human and nonhuman research participants. (CO 1, 3)</p>	<p>Flipgrid Self Introductions</p> <p>News Reports About Science Discussion (MO 1, MO 2)</p> <p>Subjective vs Objective Observations assignment (MO 1, MO 2, MO3)</p> <p>Ethically Suspect Research (MO 2, 4, 5)</p> <p>Quiz 1 (MO, 1, 2, 3, 4, 5)</p>	<p>Wed, 5/27 @ 11:59 pm CST</p> <p>Initial Post: Wed, 5/27 @ 11:59 pm CST; Peer Replies: Sun 5/31 @ 11:59 pm CST</p> <p>Sun 5/31 @ 11:59 pm CST</p> <p>Sun 5/31 @ 11:59 pm CST</p> <p>Sun 5/31 @ 11:59 pm CST</p>
Week 2	The brain and behavior	<p>1. Discuss the basics of brain imaging (CO 1, 2)</p>	<p>Neuron Labeling activity (MO 2)</p>	<p>Sun 6/7 @ 11:59 pm CST</p>

		<p>2. Diagram the structure of a neuron. (CO 1)</p> <p>3. Describe how neurons communicate. (CO 1)</p> <p>4. Recognize the major divisions of the nervous system and key structures of the brain. Differentiate their functions and associate key structures with physical and psychological functioning (CO 1, 2)</p> <p>5. Describe the divisions and functions of the autonomic and somatic nervous systems. (CO 1)</p> <p>6. Evaluate and illustrate genetic and evolutionary influences on personality and behavior. (CO 1, 3)</p>	<p>Lobes of the Cerebral Cortex labeling (MO 4)</p> <p><i>A League of Denial</i> movie and discussion/activity (MO4)</p> <p>Brain Structure and Function Scenario activity (MO4)</p> <p>Parasympathetic or sympathetic activity (MO5) .5 hours</p> <p>Quiz 2 (MO, 1, 2, 3, 4, 5, 6)</p>	<p>Sun 6/7 @ 11:59 pm CST</p> <p>Initial Post: Wed, 6/3 @ 11:59 pm CST; Peer Replies: Sun 6/7 @ 11:59 pm CST</p> <p>Sun 6/7 @ 11:59 pm CST</p> <p>Sun 6/7 @ 11:59 pm CST</p> <p>Sun 6/7 @ 11:59 pm CST</p>
Week 3	Human Development	<p>1. Debate the interaction of nature and nurture in development including the role of epigenetic processes, cultural influences, and life experience. (CO 1, 2, 3, 5)</p> <p>2. Describe the research surrounding sensitive and critical periods, continuity versus discontinuity, and stability vs change. (CO 1, 2, 3)</p> <p>3. Outline the stages of prenatal development and analyze genetic and environmental influences on conception and gestation. (CO 1, 3)</p>	<p>"Babies" Discussion (MO 1)</p> <p>Applying Piaget Activity (MO 6)</p> <p>Attachment Activity (MO 6)</p> <p>Quiz 3 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p>Initial Post: Wed, 6/10 @ 11:59 pm CST; Peer Replies: Sun 6/14 @ 11:59 pm CST</p> <p>Sun 6/14 @ 11:59 pm CST</p> <p>Sun 6/14 @ 11:59 pm CST</p> <p>Sun 6/14 @ 11:59 pm CST</p>

		<p>4. Describe the innate sensory and reflex capabilities of infants and summarize the acquisition of sensory and motor skills in childhood. (CO 1)</p> <p>5. Summarize the psychological and physical effects of puberty and describe the physical challenges that occur in each stage of adulthood. (CO 1, 3)</p> <p>6. Recognize and differentiate Piaget's four stages of cognitive development. (CO 1, 2)</p> <p>7. Analyze the key elements of Vygotsky's sociocultural theory of cognitive development and compare and contrast his theory with that of Piaget. (CO 1, 2)</p> <p>8. Debate the adaptive function of infant attachment and articulate the roles that temperament, culture and caregiving styles play in driving individual attachment outcomes. (CO 1, 2)</p> <p>9. Analyze the development of moral reasoning and evaluate major models of moral development. (CO 1)</p>		
Week 4	Sensation and Perception	<p>1. Discuss the basic steps in the processes of transduction and adaptation, and understand the distinction between bottom up and top down processing (CO 1, 3)</p>	<p>Hit, Miss or False Alarm Quiz (MO 3)</p> <p>Two Point Threshold Demo (MO 2)</p>	<p>Sun 6/21 @ 11:59 pm CST</p> <p>Sun 6/21 @ 11:59 pm CST</p>

		<p>2. Articulate key methods of measurement in psychophysics, such as absolute and difference thresholds, subliminal stimulus and Weber's law. (CO 1, 2, 3)</p> <p>3. Define signal detection theory and classify signal detection outcomes in perceptual scenarios as hits, misses, false alarms or correct rejections. (CO 1, 3, 5)</p> <p>4. Describe the properties of light, describe the structures and functions of the visual system. (CO 1, 2)</p> <p>5. Compare and contrast the trichromatic and the opponent-process theories of color vision. (CO 1, 2)</p> <p>6. Discuss variations in visual interpretation with the concepts of Gestalt, perceptual constancies, object recognition, depth of perception, motion perception and perceptual illusions. (CO 1)</p> <p>7. Explain the structure and functions of the auditory system and analyze how the brain interprets sound waves into neural signals to produce perceptions of pitch, loudness and spatial location</p> <p>8. Recognize the systems and processes involved in taste and olfaction</p>	<p>If your eyes could talk activity (MO 4)</p> <p>Structure of the Sensory Receptors (MO 4, 7, 8, 9)</p> <p>Quiz 4 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)</p>	<p>Sun 6/21 @ 11:59 pm CST</p> <p>Sun 6/21 @ 11:59 pm CST</p> <p>Sun 6/21 @ 11:59 pm CST</p>
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		<p>9. Locate the receptors in the skin and describe their functions</p> <p>10. Explain the role of the vestibular system in the positioning and balancing of our bodies</p> <p>11. Investigate how pain differs from other senses and apply knowledge of the theories and factors associated with the perception of pain to real life scenarios.</p>		
Week 5	Conditioning and Learning	<p>1. Discuss the role of learning in behavior and distinguish among reflexes, instincts and learned behaviors. (CO 1, 3, 5)</p> <p>2. Define associative and nonassociative learning and illustrate key concepts of each. (CO 1, 3, 5)</p> <p>3. Describe the theory and history of classical conditioning (CO 1, 3)</p> <p>4. Analyze the process and components of a classical conditioning experiment, identifying the unconditioned stimulus, conditioned stimulus, unconditioned response, and conditioned response. (CO 1, 3, 5).</p> <p>5. Evaluate classical conditioning scenarios in terms of features such as conditioned emotional response, extinction, spontaneous recovery,</p>	<p>Learning to Be Good Discussion (MO 10, 11)</p> <p>Classically Condition Your Roommate (MO 4)</p> <p>Classical Or Operant Conditioning Activity (MO 4, 5, 6, 7)</p> <p>Quiz 5 (MO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)</p>	<p>Initial Post: Wed, 7/1 @ 11:59 pm CST; Peer Replies: Sun 7/5 @ 11:59 pm CST</p> <p>Sun 7/5 @ 11:59 pm CST</p> <p>Sun 7/5 @ 11:59 pm CST</p> <p>Sun 7/5 @ 11:59 pm CST</p>

		<p>conditioned inhibition, generalization versus discrimination and/or latent inhibition. (CO 1, 3, 5).</p> <p>6. Describe the process of operant conditioning and demonstrate its principals in real life scenarios (CO 1, 3, 5)</p> <p>7. Compare and contrast positive reinforcement, negative reinforcement, positive punishment, and negative punishment in terms of the learning process and its effects on behavior (CO 1, 3, 5)</p> <p>8. Identify various types of schedules of reinforcement and illustrate their impact on behavior (CO 1, 3)</p> <p>9. Describe concepts and applications associated with operant conditioning (CO 1, 3, 5)</p> <p>10. Recognize and apply key concepts of observational learning (CO 1, 3, 5)</p> <p>11. Describe social cognitive learning theory and investigate classic and contemporary models and applications (CO 1, 3, 5)</p>		
Week 6	Memory and Cognition	<p>1. Integrate the three basic memory processes (encoding, storage and retrieval) into a definition of memory and illustrate the critical importance of these processes in everyday functioning (CO 1, 3, 5)</p>	<p>Endangered Languages Discussion (MO 7)</p> <p>Sensory Memory Demo (MO 2)</p>	<p>Initial Post: Wed, 7/8 @ 11:59 pm CST; Peer Replies: Sun 7/12 @ 11:59 pm CST</p> <p>Sun 7/12 @ 11:59 pm CST</p>

		<p>2. Define the essential role of sensory memory in the memory process (CO 1)</p> <p>3. Articulate the characteristics and functions of working memory and summarize the differences between working and sensory memory (CO 1)</p> <p>4. Analyze the components of long term memory, compare and contrast aspects of long term and short term memory, and differentiate among the subtypes of long term memories, including procedural, declarative, episodic and semantic memories. (CO 1)</p> <p>5. Define the principles and forms of encoding and rehearsal and apply the levels of processing theory and elaborations of the theory to real life scenarios. (CO 1, 3, 5)</p> <p>6. Define the role of mental representations in thinking and compare, contrast and apply models of concept formation such as feature detection, prototypes, theory building and schemas (CO 1, 3, 5)</p> <p>7. Identify the key components of language and language processing (CO 1, 3, 5)</p> <p>8. Articulate current thoughts regarding the causes of aphasia and other language disorders (CO 1)</p>	<p>How Deep Is Your Processing Exercise (MO 5) All Kinds Of Minds Activity (MO 6)</p> <p>Quiz 6 (MO, 1, 2, 3, 4, 5, 6, 7, 8)</p>	<p>Sun 7/12 @ 11:59 pm CST</p> <p>Sun 7/12 @ 11:59 pm CST</p>
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Week 7	Motivation and Emotion/ Psychological Disorders	<p>1. Define key aspects of motivation and emotion and articulate their relationship (CO 1)</p> <p>2. Identify and illustrate the biological and evolutionary sources of motivation, and compare and contrast the major motivational theories (i.e. drive reduction, instinct, arousal, general adaptation) (CO 1)</p> <p>3. Analyze the physiological and environmental factors that influence and regulate hunger (CO 1, 3, 5)</p> <p>4. Debate the biological and psychosocial factors involved in sexual motivation and evaluate how this motivation varies with gender, orientation and phase of life (CO 1, 3, 5)</p> <p>5. Assess the effect of social and cognitive motives (e.g. achievement, affiliation) on life outcomes and demonstrate the interplay of competing motives in the context of Maslow's hierarchy of needs (CO 1)</p> <p>6. Recognize the primary components of emotions and the six basic emotional expressions (Ekman) (CO 1)</p> <p>7. Generate a psychological definition of "disorders" (CO 1)</p> <p>8. Evaluate and apply the general methods and models used in the diagnosis of</p>	<p>Hunger And Satiety Scale Activity (MO 3)</p> <p>Maps Of Mental Disorders Activity (MO 10)</p> <p>Quiz 7 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<p>Sun 7/19 @ 11:59 pm CST</p> <p>Sun 7/19 @ 11:59 pm CST</p> <p>Sun 7/19 @ 11:59 pm CST</p>
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		<p>psychological disorders (CO 1, 2, 3, 5)</p> <p>9. Distinguish among the legal definitions of insanity and incompetence, the definitions used in treatment settings and the common understanding of the terms with real-life cases (CO 1, 3, 5)</p> <p>10. Classify and differentiate among anxiety disorders, mood disorders, psychotic disorders, personality disorders, developmental disorders and other disorders such as somatoform disorders and dissociative disorders (CO 1)</p>		
Week 8	Social Behavior	<p>1. Recognize our social nature as a species, examine the influences on our perceptions of ourselves and others, differentiate between dispositional and situational attributes and evaluate the impact of various attributional biases on social perceptions (CO 1)</p> <p>2. Analyze the components and factors involved in attitude formation, and compare and contrast tools for attitudinal change (CO 1, 3)</p> <p>3. Distinguish among conformity, compliance, and obedience, critique key research studies in these</p>	<p>Social Comparison Via Facebook discussion (MO 1)</p> <p>Stanford Prison Experiment Activity (MO 3)</p> <p>Everybody Else Does It (MO 1, 3, 4)</p> <p>Quiz 8 (MO 1, 2, 3, 4)</p>	<p>Initial Post: Wed, 7/22 @ 11:59 pm CST; Peer Replies: Sun 7/26 @ 11:59 pm CST</p> <p>Sun 7/26 @ 11:59 pm CST</p> <p>Sun 7/26 @ 11:59 pm CST</p> <p>Sun 7/26 @ 11:59 pm CST</p>

		<p>areas and debate the ethical issues involved. (CO 1, 3)</p> <p>4. Apply constructs such as social facilitation, social loafing, deindividuation, group polarization and groupthink to analyze group performance. (CO 1 3, 5)</p>		
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Grading Assessments

Type of Assessment	Points	Total possible points
Quizzes	800	
Discussion	120	
Assignments	334	
		1254

Online Courses ONLY

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Communicating with the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus

2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu>

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Grade Scale

A+ = 97-100% A = 94-96% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%
 C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%
 F= 59% or below

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.
Study Time	Students should expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. The actual time for study varies depending on students' backgrounds.
Late Work	Assignments submitted past the due date will have five points deducted per day for each day past the due date
Submitting Assignments	Assignments are submitted through Blackboard
Communication Policy including Assignment Feedback	Typically, students can expect to hear back from me within 48 hours
Academic Integrity Policy	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."

	<p>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</p> <p>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</p> <p><i>Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website: http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty</p>
Academic Support	<p>Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support</p>
Disability Services	<p>https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
Military Services	<p>https://www.doane.edu/graduate-and-adult/military</p>
Anti-Harassment Policy	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=452</p>
Grade Appeal Process	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=238</p>
Credit Hour Definition	<p>Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.</p>

Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.