

PSYCHOLOGY Course Syllabus

Course Code: PSY 101

Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

Psychology is the study of the mind and behavior and its goal is to understand individuals and groups. Psychologists want to know why people do what they do. The purpose of our course is to explore psychology's view of one of the most captivating and puzzling of all topics: ourselves. Its content is the story of the search for pieces of this puzzle and an account of how the pieces have begun to fit together. Its purpose is to teach. In our course, you will learn about the science of psychology, learning, consciousness, emotions, psychological disorders, therapeutic approaches and much more! We illustrate and explain; evaluate and review; we try to inspire.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. Identify the basic framework of psychology, developmental and social psychology
2. Recall the fundamentals of behavior, learning and neurotransmitters in the body
3. Recognize the various functions of memory, perception, and emotion
4. Define developmental characteristics throughout life and how personality traits and beliefs are developed
5. List the different treatment methods of major psychological disorders and the main therapy approaches for each

D. COURSE TOPICS/UNITS

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 1: The Science of Psychology	<ul style="list-style-type: none"> Psychology Defined Responsibilities of Members of Psychology Early Contributions Characteristics of the Scientific Method Key Types of Descriptive Research Experiments Analyzing Findings Ethics 	<ul style="list-style-type: none"> Define psychology Identify the most common responsibilities of the members of psychology Recall the theories of early contributors of psychology Identify the characteristics of the scientific methods Recall the key types of descriptive research involved in the science of psychology Recall types of experiences Identify ethical research 	<ol style="list-style-type: none"> Read Chapters 1-2 Practice the Learning Activities Watch the Videos Review the Webliography (Web Links) Take the Exam 	1
Module 2: The Brain and Consciousness	<ul style="list-style-type: none"> Human Genetics Main Components and Functions of Nerve Cells How Neurotransmitters Relate to Behavior How the Human Nervous System is Organized The Key Brain Structures and Their Functions How Biology and Behavior is Related The Nature and Purpose of Sleep Hypnosis 	<ul style="list-style-type: none"> Differentiate between the principle biological advantages and disadvantages of humans compared to other species Identify the main components and functions of nerve cells Define neurotransmitters Recall how the human nervous system is organized Identify the key brain structures and their functions Identify the relationship between biology and behavior Identify the nature and purpose of sleep Define hypnosis 	<ol style="list-style-type: none"> Read Chapters 3-4 Practice the Learning Activities Watch the Videos Review the Webliography (Web Links) Take the Exam 	2, 3

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 3: Sensation and Perception	<ul style="list-style-type: none"> • Differences in Sensation and Perception • The Function of the Eye • Causes of Visual Illusions • The Auditory System • Transmitters • The Body Senses • Two Chemical Senses • Tastes 	<ul style="list-style-type: none"> • Differentiate between the characteristics in sensation and perception • Define the function of the eye • Identify the causes of visual illusions • Define the function of the auditory system • Define transmitters • Identify the body senses • Recall the two chemical senses • Identify five distinct tastes that humans perceive 	<ol style="list-style-type: none"> 1. Read Chapter 5 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	2, 3
Module 4: Learning	<ul style="list-style-type: none"> • Learning Defined • Behaviorism • Classical and Operant Conditioning • Schedules of Reinforcement That Affect Behavior • Significant Findings in Behavioristic Explanations • Main Beliefs of Cognitive Psychology • Modeling • Applying Learning Principles to Life 	<ul style="list-style-type: none"> • Define learning • Define behaviorism • Differentiate between the common characteristics of classical and operant conditioning • Identify the schedules of reinforcement that affect behavior • Recall the significant findings in behavioristic explanations • Identify the main beliefs of cognitive psychology • Define reciprocal determinism • Identify the common learning principles 	<ol style="list-style-type: none"> 1. Read Chapter 6 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	2, 3

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 5: Memory and Intelligence	<ul style="list-style-type: none"> • Intelligence Defined and Measured • What Determines Intelligence • Modal Model of Memory • Sensory, Short-Term and Long-Term Memory • Baddeley’s Model of Working Memory • Processes in Long-Term Memory • Forgetting Explained • Techniques for Improving Memory 	<ul style="list-style-type: none"> • Identify common beliefs about IQ that are mythical • Recall what determines intelligence • Recall the basic principle of the Modal model of memory • Differentiate between short and long-term memory • Identify the basic principles of Baddeley’s model of working memory • Define long-term memory • Recall the theories of forgetting • Identify some important techniques for improving memory 	<ol style="list-style-type: none"> 1. Read Chapters 7-8 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	3
Module 6: Motivation and Emotion	<ul style="list-style-type: none"> • Reflexes • Needs and Drives • Cognitive Development • Lifespan Theories • Importance of Self-Efficacy • Theories of Emotion • Arousal in Relation to Behavior 	<ul style="list-style-type: none"> • Identify reflexes • Differentiate between needs and drives • Recall the basics of cognitive development • Recognize lifespan theories • Define the importance of self-efficacy • Identify theories of emotion • Recall arousal in relation to behavior 	<ol style="list-style-type: none"> 1. Read Chapters 9-10 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	3

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 7: Personality	<ul style="list-style-type: none"> • Personality Defined • Trait-type Approaches to Personality • The Big Five • Main Beliefs of Biological Approaches to Personality • Freud’s Beliefs in Personality Development • Self-Actualization • Projective Personality • Non-Projective Personality 	<ul style="list-style-type: none"> • Define personality • Recall the various trait-type approaches to personality • Identify the Big Five • Recall the main beliefs of biological approaches to personality like Sheldon’s and Eysenck’s • Recall the theory behind Freud’s beliefs in personality development • Define self-actualization • Identify some common examples of projective personality measures • Define non-projective personality 	<ol style="list-style-type: none"> 1. Read Chapter 11 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	4
Module 8: Social Psychology	<ul style="list-style-type: none"> • Social Psychology Defined • Compliance • Conformity • Attitudes, Beliefs, Opinions, and Stereotypes • Key Forces That May Serve to Change Attitudes • Aggression Defined • Causes and Manifestations of Antisocial and Prosocial Behavior • What is Love 	<ul style="list-style-type: none"> • Define social psychology • Differentiate between compliance and conformity • Recall common attitudes, beliefs, opinions and stereotypes in social psychology • Identify key forces that may serve to change attitudes • Define aggression • Recall the causes and manifestations of antisocial and prosocial behavior • Define love 	<ol style="list-style-type: none"> 1. Read Chapter 12 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	4, 1

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 9: I/O Psychology	<ul style="list-style-type: none"> • Industrial Psychology • Organizational Psychology • Human Factors Psychology • What is Stress? • Stressors • Regulations of Stress • The Pursuit of Happiness 	<ul style="list-style-type: none"> • Define industrial psychology • Define organizational psychology • Identify human factors in psychology • Recall the basics of stress • Recognize stressors • Identify regulations of stress • Recall the pursuit of happiness 	<ol style="list-style-type: none"> 1. Read Chapters 13-14 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	5
Module 10: Psychological Disorders and Therapies	<ul style="list-style-type: none"> • Ethnic Psychosis • Insanity and Mental Disorders • Anxiety Disorders • Impulse-Control Disorders • Bipolar and Schizophrenia • Sexual and Gender Identity Disorders • Principle Models Used to Understand Mental Disorders • Therapies for Mental Disorders 	<ul style="list-style-type: none"> • Define ethnic psychosis • Differentiate between insanity and mental disorders • Identify the symptoms of the principal anxiety disorders • Recall the identifying characteristics of impulse-control disorders in childhood • Differentiate between sexual and gender identity disorders • Differentiate between the characteristics of bipolar disorder and schizophrenia • Identify the most common characteristics of various personality disorders • Identify the most common mood disorders 	<ol style="list-style-type: none"> 1. Read Chapters 15-16 2. Practice the Learning Activities 3. Watch the Videos 4. Review the Webliography (Web Links) 5. Take the Exam 	1, 4, 5

Module # and Topics	Module Subtopics	Module Learning Objectives	Assignments	Learning Outcomes
Module 11: Steps to Course Completion	<ul style="list-style-type: none"> Final Exam Course Survey Certificate of Completion 	N/A	<ol style="list-style-type: none"> Take the Optional Cumulative Practice Final Exam Review the Proctored Exam Information Create an Account with Proctor U Schedule an Exam Time Take the Cumulative Proctored Final Exam Submit the Course Survey Print Your Certificate of Completion 	1, 2, 3, 4, 5

E. TEXTBOOK(S) AND REQUIRED MATERIALS

- Textbook (required): **Psychology** by OpenStax
(All required materials are included in your tuition, there are no additional fees.)

F. GRADING RUBRIC

We use a percentage system for grading quizzes.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Total Points	Percentage Average	Letter Grade
990 - 1100	90 – 100 %	A
880 - 989	80 – 89 %	B
770 - 879	70 – 79 %	C
660 - 769	60 – 69 %	D
0 - 659	0 – 59 %	F

Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of **50%** on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you do not achieve a 50% on the final exam, please contact us. A minimum **70% cumulative** score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a **70% cumulative** score. All exams and quizzes are weighted equally.

G: PROCTORED FINAL EXAM

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring written and printed notes to the exam, however you **cannot** access the textbook. You will need to create an account at <https://go.proctoru.com> prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.

Note: If you already have a ProctorU account through another institution, you will need to update your existing profile account settings. Log in to your existing account, click on your name in the top right of the screen, select "Account Settings," and then under the "Enrollments" section, press the "Add Enrollment" button to find and select "Ed4Credit."

Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.

To learn more about the proctoring process, go to: <https://www.proctoru.com/portal/ed4credit>.

H: SYSTEM REQUIREMENTS

Internet Connection

- Broadband or High-Speed - DSL, Cable, and Wireless Connections

*Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.

Hardware Requirements

- Processor - 2GHz Processor or Higher

- Memory - 1 GB RAM Minimum Recommended

*Our courses are accessible through multiple mobile learning platforms.

PC Software Requirements

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
 - Cookies MUST be enabled
 - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

- Operating Systems - Mac OS x 10 or higher with Windows
- Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers- Google Chrome is highly recommended
 - Cookies MUST be enabled
 - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- Apple QuickTime Media Player

I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course or available at support@ed4online.com. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation



The ACE CREDIT® logo is a registered trademark of the American Council on Education and cannot be used or reproduced without the express written consent of the American Council on Education. Used with permission.

Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT® prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation's higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.

Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to take disagreement personally. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette <http://www.albion.com/netiquette/corerules.html>.

Academic Integrity

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action.

Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

Best Practices for Online

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.