



PSY 200, Principles of Psychology Elite Learning—Fall 2021

Supporting College: Virginia Highlands Community College

Southwest Virginia Education and Training Network

Contact Information

Instructor: Amy Burns, LPC

Office/Office Hours: 8:30-9am Monday through Friday by phone, or anytime via email or a message through our learning platform. I often do a lot of grading on Sundays, so if you are trying to catch me for a live chat, that's usually when I am online.

Telephone: 276.623.0881/276.781.6002 - this is my office at DePaul Community Resources in Abingdon, VA. I work at multiple sites, but the office assistants who answer the phone know where I will be and will provide you with instructions for contacting me if this is an emergency.

E-mail: The best way to reach me is by sending a Message within your Canvas course. You can also reach me via my email address, which is: Aburns@depaulcr.org. Students should expect to receive message responses within 24 hours. I will post if I will not be available to the course and who to contact in case of an emergency.

Course (Catalog) Description

VCCS Master Course Description:

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics such as sensation perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy.

Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for Principles of Psychology, PSY 200, as well as have a basic overview of Psychology and related topics. There are no prerequisites for this course.

Course Materials

Myers, David,G. (2014). Exploring Psychology, 10th edition with DSM-5 update, Worth Publishing, ISBN-13: 978-1-4641-6474-3

All course materials were selected to meet the course goals and objectives. Students should contact their facilitator or guidance counselor to receive all textbooks. If you are unable to receive a book within the first few days of class, please contact the instructor.

Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course at school. It is critical to log into your course on a daily basis.

Technology Requirement:

Students will be required to complete and submit assignments by using Canvas, the learning management system for Elite Learning. Students will need use of the Internet for all coursework.

The Virginia Community College System offers Microsoft Word for free to currently enrolled students. Students are eligible to install Office 365 on up to 5 devices at no cost. The Office 365 product includes Microsoft Word, Excel, PowerPoint, and Outlook. Students can download Microsoft Office 365 by going to: <http://office.vccs.edu>. Students will use their full My VCCS email address as their username, and their My VCCS password to log into the site.

Technical Support:

Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the *How to Receive Technical Support* document to receive prompt support. This document is found in the *Elite Learning Guide for Students* on Page 28. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

Teaching Methods:

Reading assignments will consist of primary text, posted PowerPoint Presentations, lecture guides, exam reviews, and article reviews.

Audio/visuals such as video and sound clips, in addition to slide presentations will be posted to course website.

Weekly written assignments, such as review questions, article reviews, current events in science, or short opinion papers will be assigned.

Weekly announced quizzes to be posted on covered materials.

There will be two announced Unit Exams (Mid-term and Final). Each Exam will only contain information from that Unit.

Unit 1

- Prologue & Chapter 1 Thinking Critically with Psychological Science
- Chapter 2 The Biology of Mind
- Chapter 3 Consciousness and the Two-Track Mind
- Chapter 4 Nature, Nurture, and Human Diversity
- Chapter 5 Developing Through the Life Span
- Chapter 6 Sensation and Perception

- Chapter 7 Learning
- Chapter 8 Memory
- Unit I Midterm Exam

Unit 2

- Chapter 9 Thinking and Language
- Chapter 10 Intelligence
- Chapter 11 Motivation and Work
- Chapter 12 Emotions, Stress, and Health
- Chapter 13 Personality
- Chapter 14 Social Psychology
- Chapter 15 Psychological Disorders
- Chapter 16 Therapy
- Unit II Final Exam

Method of Evaluating Student Achievement

Grading Policy & Scale:

This course will be graded on a ten-point scale:

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

All grades will be reported by SVETN to each high school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school. Instructor will also post a letter grade to the community college at the end of the semester. Those dates are located in the *Elite Learning Student Guide*.

Each assignment will be weighted by percent as follows:

| Assignments: All are scored 0-100 | Percent of Final Grade The Canvas Course uses the % Grading System |
|--|---|
| Review Assignments | 15% |
| Quizzes | 20% |
| Writing Assignments | 30% |
| Unit Exams | 35% |

Rubrics and Guides have been posted for discussion question assignments and Study Guides are posted for each exam. Every assignment description will include specific guidelines and requirements for that assignment, and students should expect feedback through either the assignment or the Message system within a week of the assignment closing. Due to increased amount of time required to grade papers, those will be returned within two weeks of the assignment closing. If the instructor requires additional time to grade an assignment, an announcement will be made to the class.

Students are responsible for monitoring their grades by regularly clicking on the "Grades" link on the course page. If there is a "dash" in the grade slot on the assignment, it either has not yet been graded or has not been received. A "zero" in the grade slot indicates that an assignment was not received, that the spelling and grammar were so poor it was not graded, it did not meet required instructions/standards for the assignment, or the assignment was not properly closed, and your instructor was unable to view it. If you have questions about your scores, or found that the provided feedback was insufficient, please contact your instructor through the Messages function.

Students must always use complete sentences with appropriate spelling and grammatical structure on all assignments; "text-speak" is not acceptable and individuals will be graded down if this is used on any assignments.

Reading Assignments:

This course is designed to complete approximately a chapter a week throughout the semester. It is expected that students will have read the weekly chapter in their text, reviewed the media provided on the website, the PowerPoint provided on the website, and any provided research articles PRIOR to completing their assignments each week.

Late Work Policy:

It is your responsibility to be logged every school day. Students are expected to work on course assignments for a minimum of 60 minutes per school day. If you are absent or unable to log on, please send a message explaining your absence as soon as possible. If you do not log on for more than three school days in a row, your guidance counselor will be contacted.

This is a college course, and you are expected to plan ahead for due dates and give yourself plenty of time to complete all work. DO NOT wait until the last minute. For example, if a writing assignment is open for an entire week, but you wait until ten minutes before the assignment closes and experience a technical problem, you will not be given an extension because ample time was provided for you to submit your work. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply). For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25-point deduction for all late submissions.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book:
 - Example comment in gradebook: *(8-11) This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction. If there are extenuating circumstances that have prevented you from submitted this assignment, please contact me as soon as possible. The zero will be removed after the assignment if submitted.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see an additional statement in her grade book. *(8-18) This assignment is now closed. It was not submitted by the final deadline. You may longer submit this assignment for a grade.*

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

Attendance Policy:

At least once every school day, students are required to log on to Canvas and perform three tasks:

1. Check for new Messages.
2. Check for new course announcements.
3. Check the Calendar to see what work is due.

Students should then proceed to work on the assignments within the current unit. Please note that failure to follow these procedures could result in a loss of points.

Because this is an Internet-based course, there is not a scheduled time set for coursework. Each student must be dedicated to completing assignments independently. The student will be required to log in to this course on a regular basis, which will be checked by the instructor. The school and/or parents will be notified if a student has not logged into their course for a three day period.

Contacts will also be made if a student is logging into their course with only a minimum amount of work each day. Expect no less than 60-90 minutes of work each day, including both written and reading assignments.

Elite Learning Inclement Weather or School Closure Policy:

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the flexibility of schedule, and no make-up days due to snow. To provide the required amount of "seat-time" for students, Elite Learning instructors will continue to present class material and require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather or school closures. It is the responsibility of the student to access the class via Internet during this type of absence. **Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.**

This policy will also be in place due to Covid-19 school closures or any other unexpected closures.

How to be Successful:

These are examples of what students in the past have done to be successful in this course.

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar, marking off what you have already completed, and when things are due.
- Plan ahead and do not procrastinate. Dual enrollment classes are college courses, and an asynchronous class requires discipline. If you are not self-disciplined in your studies, then please re-evaluate your course choices with your guidance counselor.
- You must stay focused and keep a steady pace, or you will fall behind. In this course, it is the students' responsibility to keep up with assignments.

- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible.
- Print out the PowerPoints. If you do your reading from the text and the guides at home, you will be able to perform most of our class requirements during the period provided at your high school, where technical difficulties such as losing internet connectivity are less likely to occur.

Disabilities Statement:

Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information. VHCC students, please contact Karen Copenhaver (kcopenhaver@vhcc.edu, ISC 124, 739.2404, Office hours M-F 8:30-5) to discuss this matter confidentially.

Emergency Policy:

Follow all emergency policies for your home school.

Academic Integrity:

All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information, and the forgery, alteration, or use of college documents or instruments of identification with the intent to defraud.

1. Plagiarism is the appropriation of passages, either word for word or in substance, from the writings of another and the incorporation of those passages as one's own in written work offered for credit. SVETN and the community colleges assumes that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.
2. Collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit is prohibited unless such collaboration has been specifically approved in advance by the instructor. Examples of collaboration include extensive use of another's ideas for preparing a creative assignment and receiving undue assistance in the preparation or editing of written materials.
3. Giving or receiving, offering or soliciting information on any quiz, test, or examination is prohibited; this includes the following:
 - Copying from another student's document/work and/or submitting a purchased document/work.
 - Use of prepared materials during the examination.
 - Collaboration with another student during the examination.
 - Buying, selling, stealing, soliciting, or transmitting the contents of an examination.
 - Substituting for another person during an examination or allowing such a substitution for one's self.
 - Bribery of any person to obtain examination information.
 - Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other school activities.

More detailed information is found in the *Elite Learning Student Guide*.

The results of plagiarizing in this class are as follows:

The first offense the student receives a verbal warning, a zero on the assignment, and educational authorities are contacted.

The second offense may result in failure of the class (a zero will be entered as the final grade), and the student will be reported to educational authorities (at the student's home school and community college) for further discipline.

Personal Conduct:

This standard applies to both formal and informal discussions within your course. Students will be asked to dissent *in a scholarly manner* with classmates during certain assignments. Please keep the following in mind:

- Show respect for others.
- Always ask yourself 'would I say this to a person's face?'
- Avoid offensive language, profanity.
- Be tolerant of diverse opinions and perspectives.
- Be aware of the release of personal information, and think about how comfortable you will be knowing that the class has read your work. In the past, students have had some difficulty with the over-sharing of personal information in some of the forum assignments. If you have any questions about how personal is acceptable to be in an assignment, please contact your instructor.

Course Learning Outcomes/Objectives

The content of this course will focus on the understanding and application of the covered material. Students will have the opportunity to integrate recent and classic scientific research and practical applications in the field of psychology through various technology and assignments.

Overarching Course Goals

1. Understand psychology as a complex discipline and to appreciate its breadth and scientific rigor.
2. Develop an understanding of the scientific methods used in psychological research.
3. Become familiar with basic psychological terminology and concepts.
4. Gain insight and understanding of the current subject matter in the field.
5. Gain some understanding of psychology's role in the modern culture.
6. Develop an awareness of the basic attitudes, philosophies, and the various theoretical persuasions in the field.
7. Develop critical thinking skills and to become a cautious and analytical consumer of information which is proclaimed to be scientific.
8. Experience some intrinsic interest in the subject matter and derive personal benefits from the course.

Upon completion of this course, students should be able to:

- Describe the various perspectives of psychology, explaining the different emphasis of each.
- Explain the goals of the science of psychology and apply terms used in the scientific method.
- Identify the parts of the nervous system and explain their functions.
- Describe the difference between sensation and perception and apply these to examples discussed in class.
- Define consciousness and describe variations in consciousness.

- Explain various learning principles.
- Identify different types of memory and describe how memories are formed and retrieved.
- Describe an understanding of the major schools of personality theory.
- Discuss how social psychology explains how people think, feel, and behave in group situations.
- Define stress and describe its effects on the body. Describe how people cope with stress.
- Describe the characteristics, causes, and treatments of the major psychological disorders, and explain the techniques used in various forms of psychotherapy.
- Demonstrate critical thinking skills by using multiple sources of evidence, recognizing potential biases, and considering alternative explanations when drawing conclusions.

Course Learning Domains and Outcome Objectives:

Scientific Inquiry Domain:

Content Area: Perspectives in Psychological Science

Learning Objectives: Students will be able to:

1. Define psychology as the scientific study of behavior and mental processes.
2. Identify and explain the primary objectives of psychology (e.g. describing, understanding, predicting, and controlling behavior and mental processes).
3. Describe how psychology emerged and evolved as a scientific discipline.
4. Identify overarching themes, persistent questions, or enduring conflicts in psychology, such as the interaction of heredity and environment.
5. Identify and describe the major contemporary perspectives of psychology (e.g. psychodynamic, behavioral, humanistic, biological, and cognitive) and their differences.

Content Area: Research Methods and Measurement

Learning Objectives: Students will be able to:

1. Describe the scientific method and its role in psychology.
2. Explain the strengths, limitations, and conclusions that can be drawn from various research designs and data collection methods (including case study, observation, survey, correlational, and experiment).
3. Describe systematic procedures used to improve the credibility of research findings (e.g. blind or double-blind designs, control or placebo groups, peer-review, and replication).
4. Explain the ethical obligations of researchers toward their research participants, both human and animal.

Content Area: Critical Thinking

Learning Objectives: Students will be able to:

1. Discern differences between personal views and scientific evidence in understanding behavior.
2. State connections between diverse facts and theories.
3. Identify arguments based largely on anecdotal evidence, personal experience, and poorly supported assertions regarding behavior.
4. Describe attitudes associated with critical thinking such as tolerance of ambiguity and skepticism.
5. Apply psychological concepts, theories, and research findings as these relate to everyday life.

6. Demonstrate critical thinking skills in reviewing multiple sources of evidence, recognizing potential biases, and considering alternative explanations when drawing conclusions.

Biopsychological Domain

Content Area: Biological Bases of Behavior

Learning Objectives: Students will be able to:

1. Identify the major divisions and subdivisions of the human nervous system.
2. Identify the parts of the neuron and describe the basic process of neural transmission.
3. Differentiate between the structures and functions of the various parts of the central nervous system.
4. Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
5. Describe concepts in genetic transmission.
6. Explain how evolved tendencies influence behavior.
7. Identify tools used to study the nervous system.

Content Area: Sensation and Perception

Learning Objectives: Students will be able to:

1. Describe processes of sensation and perception, how they interact, and their differences.
2. Explain the concepts of threshold and adaptation.
3. Describe the capabilities and limitations of sensory processes.
4. Explain the interaction of the person and the environment in determining perception.
5. Identify the parts of the nervous system and explain their functions.

Content Area: Consciousness

Learning Objectives: Students will be able to:

1. Identify states of consciousness.
2. Distinguish between processing which is conscious (i.e. explicit) and other processing which happens without conscious awareness (i.e. implicit).
3. Describe characteristics of sleep and theories that explain why we sleep and dream.
4. Characterize the major categories of psychoactive drugs and their effects.
5. Describe various states of consciousness such as meditation, hypnosis, and flow states.

Development and Learning Domain

Content Area: Life Span Development

Learning Objectives: Students will be able to:

1. Discuss theories of cognitive, moral, and social development.
2. Identify influences on prenatal development.
3. Describe the role of sensitive and critical periods in development.
4. Identify the major physical, cognitive, and socio-emotional changes across the lifespan.
5. Explain the interaction of environmental and biological factors in development.

Content Area: Learning

Learning Objectives: Students will be able to:

1. Describe the principles of classical conditioning (e.g. acquisition, extinction, generalization, discrimination).
2. Describe the principles of operant conditioning (e.g. reinforcement, punishment, shaping, reinforcement schedules, and extinction).
3. Describe cognitive approaches to learning (e.g. observational learning, social learning).
4. Describe applications of learning theories in real life (e.g. phobias, animal training, and habit change).

Content Area: Language Development

Learning Objectives: Students will be able to:

1. Describe the structure and function of language.
2. Discuss the relationship between language and thought.
3. Describe theories and developmental stages of language acquisition.
4. Explain the relationship between language and the brain.

Sociocultural Context Domain

Content Area: Social Interactions

Learning Objectives: Students will be able to:

1. Identify relationships between thought processes (e.g. attributions, attitudes, bias, and perception) and social behavior.
2. Discuss obedience, conformity, and compliance in relation to behavior and their impact on the power of the situation.
3. Describe how group dynamics influence behavior.
4. Discuss the nature and effects of stereotyping, prejudice, and discrimination.
5. Discuss influences upon pro-social (e.g. altruism) and anti-social (e.g. aggression and conflict) behaviors.
6. Discuss factors influencing attraction and relationships.
7. Identify factors involved in influencing and persuading others.

Content Area: Sociocultural Diversity

Learning Objectives: Students will be able to:

1. Discuss social and cultural diversity.
2. Discuss psychological research examining diversity among individuals.
3. Discuss how social psychology affects how people think, feel, and behave in group situations.

Cognition Domain

Content Area: Memory

Learning Objectives: Students will be able to:

1. Describe the differences between working memory and long-term memory.
2. Discuss types of memory and memory disorders.
3. Identify factors and strategies influencing how memories are encoded, stored, and retrieved.
4. Explain how memories can be malleable.

Content Area: Thinking

Learning Objectives: Students will be able to:

1. Define processes involved in problem solving and decision making.
2. Describe obstacles to problem solving and decision making.
3. Describe aids to problem solving and decision making.

Content Area: Intelligence

Learning Objectives: Students will be able to:

1. Discuss different perspectives on intelligence (e.g., general intelligence, multiple intelligences).
2. Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
3. Identify current methods of assessing human intelligence.
4. Discuss issues related to the consequences of intelligence testing.
5. Discuss the influences of biological, cultural, and environmental factors on intelligence.

Individual Variation Domain

Content Area: Motivation

Learning Objectives: Students will be able to:

1. Describe biologically based theories of motivation.
2. Describe cognitively based theories of motivation.
3. Describe humanistic theories of motivation.

Content Area: Emotion

Learning Objectives: Students will be able to:

1. Describe the biological and cognitive components of emotion.
2. Differentiate among theories of emotional experience.
3. Describe how culture and gender influence emotional expression.

Content Area: Personality

Learning Objectives: Students will be able to:

1. Compare and contrast the major theoretical approaches to personality (e.g. psychodynamic, trait, humanistic, and social-cognitive theories).
2. Identify techniques of personality assessment.
3. Discuss biological and situational influences on personality.
4. Discuss stability and change of personality.
5. Explain how culture and gender influence personality.

Content Area: Psychological Disorders

Learning Objectives: Students will be able to:

1. Define psychologically abnormal behavior.
2. Describe major models of abnormality.
3. Describe the classification of psychological disorders.
4. Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

Applications of Psychological Science Domain

Content Area: Treatment of Psychological Disorders

Learning Objectives: Students will be able to:

1. Explain different perspectives on treatment of psychological disorders.
2. Explain why psychologists use a variety of treatment options.
3. Identify biomedical treatments.
4. Identify psychological treatments.
5. Evaluate the efficacy of treatments for particular disorders.
6. Identify ethical challenges involved in delivery of treatment.

Content Area: Health

Learning Objectives Students will be able to:

1. Define stress as a psychophysiological reaction and its effects on the body.
2. Identify and explain potential sources of stress.
3. Identify and explain physiological, cognitive, and behavioral strategies to deal and cope with stress.
4. Identify behaviors and attitudes that promote health.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

Course syllabus and schedule is subject to change at the discretion of the instructor.