PSY 200, Principles of Psychology
Elite Learning—Fall 2021
Supporting Colleges: WCC VHCC SWCC

Southwest Virginia Education and Training Network

Contact Information

Instructor: Martha Anderson, MS, LPC

Office Hours via messaging: 8:00 a.m. to 2:00 p.m. Monday – Friday

- **Canvas Inbox Messaging:** The best way to reach me is by sending a message within your Canvas course at any time (preferred method). I will be able to see messages throughout the day.
- **Email:** manderson@mecc.edu
- You can send me a message anytime, day or night, through the Canvas Inbox or Email. Students should expect to receive message responses within 24 hours, except for weekends and holidays. I will post an announcement if I will not be available for extended days.

Office Hours via Zoom: 12:00 to 1:00 p.m. Monday - Friday
Office Hours via Telephone: 9:00 a.m. - 10:00 a.m. Monday - Friday 540.449.2593

Course (Catalog) Description

VCCS Master Course Description:
Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, theoretical interpretations and application. Includes topics that cover biological bases of behavior and physiological mechanisms, sensation/perception, consciousness, thinking, intelligence, language, motivation, emotion, memory, learning, personality, psychopathology, health, development, psychological disorders, therapy, and social psychology.

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.

Course Materials

Myers, David, G. (2014). Psychology, 10th Edition, Special Update for DSM-5. Worth Publishing, ISBN-13: 978-1-4641-6474-3 (Hardback); ISBN-10: -1-4641-6474-6.

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 and check in weekly with your facilitator or guidance counselor on the status of your textbook until received. The first few chapters are provided online so students do not have to wait on a textbook to begin their course.

Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time, day or night. You should have specific times set aside to work on your assignments for this course. It is critical to log into your course on a daily basis during school hours to check announcements and work on assignments. Spend your time wisely completing quizzes and tests during school hours where the internet is more dependable. Download all of your assignments, due for the week, so that you can work on them at home and upload them later at school if you don't have internet at home. High schools and colleges provide internet connectivity anytime from their parking lots. Hot spots are available at schools and colleges for those students who do not have internet at home. Students who do not have reliable internet at home are expected to utilize these resources so that they are able to complete assignments by their due dates.

Technology Requirement:

Students are required to use the Canvas learning management system provided by their Community College to complete assignments. The course can be accessed through the community college website. Students will need to use the Internet for all coursework. Access to Microsoft Word Processing and presentation software are required so assignments can be submitted using copy and paste or through Microsoft Word processing files.

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.

Additional information for technical support will be provided in your course orientation and through your Community College website. Once you have this information, be sure to copy and print it so that you have it when you need it.

Teaching Methods:

Reading assignments will consist of primary textbook chapters, posted PowerPoint Presentations, lecture reviews, and research articles. These will be located within the Modules in your Canvas Course.

Audio/visuals such as video and sound clips, in addition to PowerPoint Presentations will be posted in the Canvas Course website.

Weekly written assignments, such as PowerPoint Reviews, Lecture Reviews, Forum Discussions, Current Events, Research Reviews, Projects, or Short Question and Answer Essays will be assigned and posted by the instructor.

There will be one ungraded pre-test at the beginning of the course and a post-test following the Prologue and Chapter 1 assignments. Weekly quizzes and chapter tests will be posted on covered materials. There will be several exam reviews and four-unit exams (multiple choice, true-false, or matching questions).

Course Information
- 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
- **Unit I Exam**
- Chapter 5 Developing Through the Life Span
- Chapter 6 Sensation and Perception
- Chapter 7 Learning
- Chapter 8 Memory
- **Unit II Midterm Exam**
- Chapter 9 Thinking and Language
- Chapter 10 Intelligence
- Chapter 11 Motivation and Work
- Chapter 12 Emotions, Stress, and Health
- **Unit III Exam**
- Chapter 13 Personality
- Chapter 14 Social Psychology
- Chapter 15 Psychological Disorders
- Chapter 16 Therapy
- **Unit IV Final Exam**

Method of Evaluating Student Achievement

Grading Policy & Scale for Community College Grades:
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

Assignments: Scored 0-100%	Percent of Final Grade The Moodle Course uses the % Grading System
Chapter Quizzes (2-6 quizzes / chapter) (Approx. 55 Quizzes)	20% = 20 points towards final grade
Chapter Tests (17 Tests)	10% = 10 points towards final grade
Essays (Approx. 15)	10% = 10 points towards final grade
Forum Discussions (Approx. 1 forum per chapter)	10% = 10 points towards final grade
Lecture Reviews (Approx. 14)	10% = 10 points towards final grade
PowerPoint Reviews (Approx. 16)	20% = 20 points towards final grade
Projects (Approx. 10) (Sleep Journal / Experiments / Group Activity / Career Development Project) / Classic Research Reviews (2) / Current Events (2)	10% = 10 points towards final grade
Unit Exams (approx. 4)	10% = 10 points towards final grade

Reading Assignments – Students are required to read the textbook for the course. The course is set up to complete a chapter a week in the textbook throughout the semester. It is expected that students will have read the weekly chapter in their textbook, the lecture guide provided on the website, the PowerPoint Presentations provided on the website, and any media or research articles PRIOR to completing their assignments each week.

Chapter Quizzes – Chapter Quizzes are provided weekly to assess understanding and completion of the assignments and review of the resources in the form of lectures, PowerPoints, videos, and articles that supplement the material of the textbook. Each week there will be two to six quizzes covering important concepts of the chapter. Students are allowed to take the quizzes twice to achieve the highest score possible. The quizzes are open book and untimed. Chapter quizzes provide a thorough review before taking the chapter tests. The chapter quiz scores will be averaged to provide a weighted grade of 20% of the overall course grade (20 points towards your final grade).

Chapter Tests – There are seventeen (17) chapter tests that cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles) and assignments. Chapter tests will include a variety of questions (multiple choice, matching, and true/false questions). Chapter test scores will be averaged to provide a weighted grade of 10% of the overall grade (10 points towards your final grade).

Essays – There are numerous question and answer assignments (Q&A). Students will answer questions pertaining to assigned resources and readings covered during the week in short bulleted answers or essays. The essay scores will be averaged to provide a weighted score resulting in 10% of the overall grade (10 points towards your final grade).

Forums – Weekly discussion forums cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Forums include a variety of questions addressing the course material and your analysis of the material. Forum submissions are often in essay format, include opinions, and require scientific analysis to develop critical thinking skills. Some of the initial forums require in-text and bottom source referencing to assist in developing referencing skills for scientific research writing in APA style. Typically, there is one forum per week on average. Some weeks have more while others have none. Forum scores will be averaged to provide a weighted grade of 10% of the overall course grade (10 points towards your final grade).

Lecture Reviews – Students will read chapter lecture notes posted on the Canvas web site and then answer questions related to the Lecture notes and textbook chapter content. The Lecture Review scores will be averaged to provide a weighted score resulting in 10% of the overall grade (10 points towards the final grade).

PowerPoint Reviews – Students will review PowerPoints on the assigned chapter and provide answers for the terms, concepts, and questions as outlined in the assignment. The PowerPoint Review scores will be averaged to provide a weighted score resulting in 20% of the overall grade (20 points towards your final grade).

Projects – Students will complete approximately 10 projects consisting of survey analysis, a sleep journal, a group activity, experiments, classic research reviews, current events, and a career development project. The project scores will be averaged to provide a weighted score resulting in 10% of the overall grade (10 points towards your final grade).

Unit Exams – Unit Study Guides provide students an opportunity to study and thoroughly review material preceding each exam. Four (4) unit exams will cover material from the text and course resources (i.e., lectures, videos, PowerPoints, articles) and assignments. Exams will include a variety of questions (multiple choice, matching, and true/false questions). The exam scores will be averaged to provide a weighted score of 10% of the overall grade (10 points towards your final grade). Students should avoid missing exams. Make-up exams will be given at the instructor's discretion. Written documentation providing an explanation for the absence is needed to obtain an extension on a make-up exam.

Grading:
School facilitators and counselors have access to your grades on request and through quarterly reviews. School facilitators and counselors will be notified if your grades deteriorate rapidly or fall below a grade of 70. School counselors will determine high school grades based on the high school grading system. Assignment of a final letter grade with the high school will be at the discretion of the student's school. Instructors will post a letter grade to the community college at the end of the course and those dates are located in your Canvas course.

Each assignment is based on a score of 0 -100%. Scores are summed and averaged in each assignment category of Chapter Quizzes, Chapter Tests, Essays, Forums, Lecture Reviews, Projects, PowerPoint Reviews and Unit Exams. Grading Rubric - Instruction Guides have been posted for discussion questions, written assignments, quizzes, and tests. Every assignment description will include specific rubric or instruction for that assignment. Students receive instructor feedback through the comments section in their gradebook typically within 48 hours of the due date for the assignment. Assignments are spaced out so that everything is not due at once. This allows students to work on pressing assignments first yet not feel overloaded for one due date on everything due for the week. When multiple written assignments are due at or near the same time the instructor will announce the need for additional time for grading to the class. Because it takes much longer to grade the longer written assignments (research reviews, experiments, group projects, and current events), you can expect feedback with seven (7) days of the due date (usually sooner), (Standard 5.3). Students are responsible for monitoring their grades by regularly clicking on the "Grades" link on the course page. If there is nothing in the grade slot on the assignment it has not yet been graded or has not been received. A "zero" in the grade slot indicates that an assignment was not received or it did not meet required instructions or standards for the assignment, or the assignment was not properly submitted, and your instructor was unable to view it. If you have questions about your grades, or found that the provided feedback was insufficient, please contact the instructor through the Canvas Inbox message function for additional information. Students should strive to use complete sentences with appropriate spelling and grammatical structure on all assignments. If you have disabilities that require "Text-speak" please send me documentation for this. Students can utilize Immersive reader on many of the resources.

Due Dates:
Due dates for Assignments are important and missing them will result in 25 automatic point deductions on your grade: Assignments are due on Friday, Saturday, and Sunday night by 11:59 pm. Due date exceptions may occur during weeks with multiple quizzes, the first and last week of assignments, during holidays, short weeks, and during final exams. Double check due dates regularly. Assignments are posted at least a week in advance.

Mondays – Copy all your written assignments due for the week to a file in your computer. Read the chapter, if you haven't already done this, and begin assignments.
Wednesdays – Initial Forum Posts are due.
Assignment due dates are posted for each assignment.
Students who work regularly on weekends, take other rigorous classes, or attend Governor's school will need to work ahead as needed in order to meet deadlines.

Late Work Policy:
It is your responsibility to log into Canvas every day, Monday through Friday. It is important that students set up their computers and/or cell phones to receive Canvas messages and emails. This is where you will receive important messages about your grades and any course announcements. Students are expected to work on course assignments for a minimum of 60-90 minutes per school day. If you are absent or unable to log in, 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 assignments. 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 or if you have to work all weekend. All work must be completed before leaving for a school trip, vacation, or working to prevent them from being late. Due dates are located on the calendar and throughout the course. Students earn a zero if the assignments aren't submitted by the due date.

If you do not turn in an assignment by the deadline, you are given an AUTOMATIC EXTENSION to submit the assignment with a 25-point deduction up to one week. For example: If the assignment is due on August 10, you will have until August 17 to submit it for partial credit. Students do not need to request these automatic extensions or provide an excuse, but simply complete and submit the assignment within one week of the due date. There will be an automatic 25-point deduction for all late submissions. Here are some general examples of what a student may see in their gradebook comments if they fail to submit an assignment on time.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue's grade book: *No submission. The assignment was due August 10, complete the assignment by August 17 for partial credit (25-point deduction). This automatic extension closes on August 18 and you may not submit an assignment for a grade after the close date.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. The instructor assigned her a 90 BUT then deducted 25 points because the assignment was late. Sue will see a 65 in the grade book. Students are always given one week to complete late assignments.
- If Sue doesn't turn in her assignment by the final deadline, she will see the following statement in her grade book. *This assignment is now closed as it was not submitted by the one-week final deadline. You may no longer submit an assignment for a grade. Or simply, Assignment is closed.*

The instructor is not notified about additional forum submissions once a forum has been graded. Students need to notify the instructor by Canvas messaging if they make a late submission on a forum that was previously graded. The instructor is notified by all other late assignment submissions.

The one-week grace period will not be available for assignments during the last week of the course before final exams.

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 (regarding illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis along with documentation from your school counselor. Notify the instructor immediately and written documentation should be received within one week of an excused absence. IT IS THE STUDENT'S RESPONSIBILITY TO HAVE THEIR COUNSELOR OR FACILITATOR CONTACT THE ELITE LEARNING INSTRUCTOR ABOUT EXTENSIONS.

Please be aware that Elite Learning requires that we adhere to deadlines, even when schools are closed and on weekends. Continue to log in and participate in class even if your school is closed and during inclement weather. If you do not have home internet access, it is your responsibility to develop back up plans for using community college and high school parking lot WIFI to complete assignments and meet due dates and/or develop a plan with your high school to utilize hot spots. Students should recall that if they cannot submit a written assignment in the Canvas course system due to a technical issue, just include it as an attachment in a Canvas Inbox message or email it to the instructor by the due date in time to be eligible for full credit on the assignment. Students who have cell phones can take pictures of their hand written work or computer screen work, directly and upload it online into Canvas or email it to the instructor by the due date in order to receive full credit.

Extensions without point deductions may be given in cases of serious emergencies (i.e. hospitalization, a death, auto accident, surgery. etc.) when approved by your school counselor or facilitator via an email to the instructor. Most extensions are 48 hours to one week depending on the nature of the emergency.

Most all of the assignments in this course will have been open for at least one week if not longer. You must plan accordingly if you will be out of school on trips, and arrange to complete the work PRIOR to leaving. Students should notify the instructor if they will need access to future assignments because of trips or vacations so they can be opened up earlier.

Attendance Policy:
Because this is an Internet based course, there is no scheduled set time for your coursework. Regular class attendance is required. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for completing all work during an absence. The Virginia Community College System is committed to academic quality and student success. Elements that support these values are regular attendance, participation in the course, and punctuality in meeting deadlines. The college policy states that regular class (or online course) attendance is required.

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

       1. Check your inbox for new Messages.

2. Check for new course announcements.

3. Check the course calendar or Modules to see what work is due.

You should then proceed to work on the assignments within the current week. Please note that failure to follow these procedures could result in a loss of points. Because this is an Internet-based course there is no scheduled set time for your coursework and each student must be dedicated to completing assignments independently and logging onto the course regularly. The school and or parents will be notified if a student has not logged onto the 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. If you are more than one week behind in your work, then you are not attending. If you are not attending and you have not logged into your course for more than three days in a row, high school counselor(s) or school facilitator(s), and parents will be notified unless you are current on all of your assignments.

When an absence from a class becomes necessary, it is the student's responsibility to inform the instructor prior to or immediately after the absence. Students are responsible for all work due during an absence. Generally, there are no extensions on assignments. While the instructor may "excuse" a particular necessary absence, any extensions occur at the instructor's discretion and are rare.

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 the Internet during this type of absence. **Students without Internet access are encouraged to avoid travel during inclement weather and will need to discuss extensions with their school counselor or facilitators as the need arises.**

This policy will also be in place due to any unexpected 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 to read the textbook chapter by Mondays, whenever possible.
- Download a copy of all assignments due for the week.
- Download a copy of all your resources so that you can work on assignments offline.
- Make sure you thoroughly read instructions on assignments.
- Plan ahead, and do not procrastinate. You will have to work every day in this course in order to keep up. Dual enrollment classes are college courses, and an asynchronous class requires discipline. If you are not self-disciplined in your studies or do not have access to the internet 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. It is the students' responsibility to keep up with assignments.
- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Typically, difficulties are resolved within hours. Do not wait until the last minute to

report technical issues. Report technical problems as soon as possible by submitting a trouble ticket so that they can be quickly resolved.
- If you do your reading from the text and downloaded resources, you will be able to complete most assignments at home offline and then upload them when ready.

WITHDRAWAL:

A syllabus constitutes a contract between the student and the course instructor. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. If you believe this course does not meet your interests, needs, or expectations, if you are not prepared for the amount of work involved – or you anticipate that the deadlines or abiding by the course policies will constitute an unacceptable hardship for you – you should withdraw from the class by the drop/add deadline.

Important Dates: Please mark these dates in your calendar.

Important Drop and Withdraw Dates by College
Theses dates are subject to change but the best I have at this point. If dropping a course or withdrawing it is important not to wait until the last minute as School Counselors have to submit paperwork on your behalf.

Virginia Highland Community College Full Term
Semester Long Classes
Last day to add a class – Sept 3rd
Last day to withdraw without an academic penalty – Nov. 3rd (after this date, the grade will be a W and then later change to F)
Last day of VHCC classes – Dec.10th with exam week following

Mountain Empire Community College Full Term

Last Day to Change from Audit to Credit, Change from Credit to Audit, *Drop with a Refund*	Wednesday, September 8
Spring Early Enrollment Begins	Monday, October 25
Last Day to *Withdraw from Classes* without Grade Penalty	Monday, November 1
Application Deadline for Fall Graduation	Monday, November 1

Wytheville Community College
Friday, September 3, 2021 Last day to drop a class, change from audit to credit, and receive a tuition refund
Last Day to *Withdraw was unpublished at the typing of this Syllabus.*
It is **vitally important** that students recognize respective normal drop and 'W' dates.
NORMAL DROP – A normal drop occurs within the first 15 percent of each semester. Students dropping courses on or before this date will not incur any penalties, while also avoiding possible financial remittance to individual school systems. Additionally, the course will not appear on the WCC transcript.
'W' DROP – A 'W' drop occurs after the first 15 percent and up to the 60 percent point of each semester. Students utilizing a 'W' should do so if a low grade is imminent. While a 'W' avoids a low grade, the 'W' does stay on the WCC transcript. Too many 'W's over time will affect progress and

financial aid considerations at both WCC and other higher educational institutions. Additionally, students and families may be asked to pay back a portion of funds invested by school divisions. Students should notify their counselor **immediately** if they wish to drop either a normal class (taught by a high school credentialed instructor), a SVETN/Elite Learning online course, or an A. Linwood Holton Governor's School online course. Students taking WCC taught courses (10-week and 16-week courses) should notify the Coordinator of Dual Enrollment **immediately** if they wish to drop a course. A normal drop will be eligible for a full refund minus any payment plan fees (if applicable).

Southwest Virginia Community College

September 9	Last Day to drop a course and receive tuition refund or to change from credit to audit.
November 1	Last Day for students to self-withdraw without academic penalty. Faculty are not to withdraw any students without documentation approved by their dean. Financial Aid is 100% earned.

Academic Integrity

Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*.

Plagiarism*:*
Plagiarism means taking someone else's work and representing it as your own, and it is not tolerated in this course. This includes:

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. It is assumed that the written work offered for credit is the student's own unless proper credit is given to the original author by the use of quotation marks, footnotes, references, 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 an examination.
- Collaboration with another student during an 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 College activities.

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 automatic failure of the class (a zero will be entered as the final grade), and the student will be reported to educational authorities (at your home school and community college) for further discipline.

Personal Conduct:

This standard applies to both formal and informal discussions within your course. You will be asked to dissent *in a scholarly manner* with your classmates during a number of 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 your 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 overly personal information in some of the forum assignments. If you have any questions please contact your instructor.

Disabilities

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 in writing, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

Emergency Policy

Follow all emergency policies for your home school. In the event of a wide spread emergency, course requirements, classes, deadlines, and grading schemes may be subject to changes that may include alternative delivery methods; alternative methods of interaction with the instructor, class materials, and/or classmates; a revised attendance policy; and a revised semester calendar and\or grading scheme.

For more general information about SVETN wide emergency situations, please refer to:

Southwest Virginia Education and Training Network (Elite Learning) http://svetn.org/news/ and review Canvas announcements from your instructor.

In the event of an extended emergency, this class will continue with the reading and writing assignments, tests, timelines, and deadlines as outlined in the course syllabus and as posted in Canvas and distributed to all students enrolled in the course.

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.

> The student will learn:

- The history of psychology and an overview of research techniques.
- To research findings on conformity, obedience, altruism, and attitude formation.
- The biological bases of behavior; nervous system and endocrine system.
- Some basic aspects of sensation and the difference between sensation and perception.
- The research being conducted on altered states of consciousness and sleep and dreaming.
- Themes and current findings about social, intellectual, physical, and personal development throughout the lifespan.
- Principles of classical and operant conditioning as well as social and cognitive learning as various means by which people learn.
- The current understanding of the memory process: storage, retrieval, forgetting, and memory aids.
- To develop daily examples of cognitive problem-solving strategies.
- To identify the stages of language development and consider the connection between thought processes and language.
- To contrast biological, stimulus, and learned motivations and the theories associated with these.
- Consider the psychological and cognitive correlations to emotional arousal.
- Physiological and psychological coping strategies for stress.
- Specific theories of personality formation including personality assessment.
- To appreciate the difficulty of defining and diagnosing "abnormal" behavior.
- Some characteristics associated with the major DSM-V classifications.
- Basic therapeutic techniques typical of a variety of somatic therapies, psychotherapies, and behavior therapies and will be able to see how these evolved from the theoretical explanations of personality development and psychopathology.
- Cultural diversity and ethnic diversity in psychology developments.

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 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 on 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 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.](http://www.svetn.org) Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

The course syllabus and schedule are subject to change at the discretion of the instructor.