

The academic program councils overview

[Psychology](#), [Motivation](#)



The Academic Program Councils for each college oversee the design and development of all University of Phoenix curricula. Council members include full-time and practitioner faculty members who have extensive experience in this discipline. Teams of full-time and practitioner faculty content experts are assembled under the direction of these councils to create specific courses within the academic program.

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Edited in accordance with University of Phoenix® editorial standards and practices. Course Syllabus Course Title:| PSY 103 Introduction to Psychology| Course Schedule:| November 17, 2009 to December 15, 2009| Course Location/Times/Newsgroup:| | Required Text:| Carpenter, S. & Huffman, K. (2008). Visualizing Psychology. Hoboken, NJ: Wiley. Note: All required text materials can be found on the PSY 103 course page.

The page can be accessed through the University of Phoenix Student and Faculty Web site at <https://mycampus.phoenix.edu/> Electronic Resources:| PSY 103 Electronic Reserve Readings (ERR)WileyPlus Visualizing Psychology Web site Note: The link to the PSY 103 ERR and WileyPlus Web site is

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available on PSY 103 course page. | Instructor's Name:| Jennifer Mann|
Telephone:| 954-292-0104| University of Phoenix E-mail Address:| jennifer.
edu| Alternative E-mail Address:|com|
Availability:| I am available by phone Tuesday, Thursday, and Friday from 11:
00 a.

m. to 3: 00 p. m. I am also available during the weekends; on Saturdays and
Sundays I can be reached between 1: 00 a. m. and 4: 00 p. m.

I will return messages. I also check my email and OLS regularly.

Occasionally, I check them up to four times a day. It might be quicker and
easier to contact me using one of these methods. | Welcome! I am excited
we will be spending the next several weeks together. It is my goal to help
you experience meaningful learning, which challenges your current
assumptions and expectations. During our sessions we will be utilizing
critical analysis skills, applying them to the development of psychology.

It is my desire that after completing this course your knowledge base will be
broadened; also, that you will intake and process information differently. As
a group we will be evaluating the subject of psychology as a discipline and in
relation to the individual. During this course you will be introduced to new
principles, people, and points of view. And enhance your thinking ability. Get
excited! —JM Instructor Bio I am a native of Fort Lauderdale. In my spare
time I enjoy trips abroad. My down time is spent at the beach.

I read Newsweek and W magazines religiously. I have a fondness for Russian
novels. And I am possessed by an unhealthy obsession with Oreo cookies. As

an undergraduate, I attended the University of Florida (Gainesville, Florida). I hold a Bachelor of Science in Telecommunication-News from the University's College of Journalism and Communications. My graduate studies were conducted at Duke University (Durham, North Carolina) where I received a Master of Arts in Liberal Studies. In addition, I have studied English Literature at Exeter College, University of Oxford (Oxford, England).

I have worked in various instructional capacities for several years. My professional experience includes: ITT Technical Institute (Fort Lauderdale), the Levy Learning Center (Aventura, Florida), and Durham (NC) and Broward (FL) public school systems. One of my personal philosophies is that a classroom is an incubator of personal growth and development. I am an instructor because I love it. I look forward to opportunities, which allow me and my students greater levels of understanding. Course Description This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues.

The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science. Topics and Objectives Introduction to Psychology Describe the development of the discipline of psychology. Compare and contrast research methods used to examine psychological phenomena. Explain biological influences on the human brain. Awareness and Learning Identify processes related to sensing and perceiving

information from the environment. Describe factors that influence states of human consciousness. Distinguish between different types of learning.

Remembering, Feeling, and Thinking Describe influences on memory functions. Explain relationships among motivation, emotion, and behavior. Evaluate major theories of emotion. Summarize relationships among thinking, intelligence, and creativity. Development: Physical and Self Describe influences on physical and cognitive development. Explain theories of social, moral, and personality development. Compare and contrast personality theories.

Psychological Health and the Social Context Explain the role of biological influences on physical and mental health. Evaluate the role of various therapies in treating maladaptive behavior or mental illness. Identify social influences on human thought, feelings, and behavior.

Point Values for the Course Assignments

| ASSIGNMENTS | Due | Points | Individual (70%) | Class Participation | All |
|--|-----|--------|------------------|---------------------|-----|
| Origins of Psychology and Research Methods Worksheet | WK1 | 5 | | | |
| Sensation and Perception Worksheet | WK2 | 5 | | | |
| Learning Experience Paper | WK2 | 10 | | | |
| Feeling and Thinking Worksheet | WK3 | 5 | | | |
| Motivation Profiles Paper | WK3 | 10 | | | |
| Lifep Development and Personality Paper | WK4 | 15 | | | |
| Critical and Creative Thinking Questions | WK5 | 10 | | | |
| Influences on Behavior and Psychological Disorders Presentation* Outline | WK3 | 10 | | | |
| Influences on Behavior and Psychological Disorders Presentation* | WK5 | 20 | | | |

*For local campus students, these are oral presentations accompanied by PowerPoint® presentations; for Online and Directed Study students, these are PowerPoint® presentations with

notes. | | | Total| | 100| Course Changes Please note that the instructor's assignments may vary from the original syllabus you received from the student Web page. Assignments in this document take priority. While the reading assignments and learning objectives remain the same, some of the assignments in this syllabus have been customized for this particular section.

Policies and Procedures All students are expected to adhere to the guidelines for student behavior set forth in the Code of Student Conduct. It can be found in both the university catalog and the student handbook. Our classroom is a learning environment and should be respected. At all times we will maintain an atmosphere of tolerance and civility. Everyone will be expected to contribute in a meaningful manner to class. Contributions might include: discussion, dialogue, activities, exercises, etc. It is paramount we value the contributions of others as a means of increasing our own understanding.

As noted here disruption to the learning environment is undesirable. Students who disregard the learning of others will be penalized at the discretion of the instructor. Possible distractions from the learning environment include: rude or offensive language, answering cell phones in the classroom, text messaging, incessant side conversation. Students will also be penalized for doing any work not related to the current happenings in the class. Those who continually distract from the learning environment will have points subtracted from their weekly class participation. WritePoint and Plagiarism Checker Policy WritePoint is an essential tool that assists students in developing necessary writtencommunicationskills that will create writing

that is articulate, cohesive, structured, concise, and easily understood by the reader. Using WritePoint will assist students in minimizing penalties in the areas of Grammar, Punctuation, Spelling, Clarity, and Style. Submitting papers to Plagiarism checker will help students recognize and identify plagiarism so that you can avoid plagiarizing in written assignments.

Recognizing plagiarism in papers will help students create original work without worrying about possible penalties. Your papers need to be submitted to the Center for Writing Excellence and checked by WritePoint and the Plagiarism Checker prior to submitting your paper to the instructor. Proof of this activity must be provided with the assignment submission as separate attachments along with your Final Draft. This means your assignment post needs to include a Writepoint attachment, a Turnitin (plagiarism) attachment, and your Final Draft attachment. In addition, your Final Draft will incorporate the corrections identified in WritePoint and the Plagiarism Checker. No assignment submitted for grading should have a Turnitin match of greater than 20 percent. Students are required to submit only their own original work with proper citation of third party sources quoted in that work. The University's Plagiarism Checker includes a database of all past papers submitted by UOPX students.

Submission of copied or purchased assignments is likely to be caught by Turnitin and the resulting sanctions under the Code of Conduct can include a failing course grade, suspension, or expulsion from the University. Online Learning System Forums We have a set of Online Learning System forums available to us during this class. To access the forums, click on the Go to

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class link on your student Web site. These Web-Based forums provide you with: A common area solely for our class group (Main forum) where you can post questions between our on-campus workshop meetings. A Chat Room forum which you can use for nonclass interactions with classmates. (Be sure to honor the Student Code of Conduct in this, and every, forum!) electronic access to the course syllabus which is used in this class (see the syllabus in the Course Materials forum). electronic venues for Learning Team meetings and team paper drafts to use as each team deems best.

(I assign a specific Learning Team forum for each team's use during our first on-campus workshop meeting.) a personalized electronic drop-box, an Individual forum, for completed assignments and grade and feedback reports. The student cannot see or access any Individual forum except the one created for him or her individually. There are no online attendance or participation requirements during this course. All attendance and participation activity occur only during our on-campus workshop meetings. If you have any questions about the class forums, please let me know during our on-campus class time or by posting your question(s) in the Main forum. Attendance and participation Attendance is mandatory.

Class participation points will be awarded for attendance every session. Absence from a session will result in a loss of participation points for the week. Students are expected to be present for the duration of the class. Those who are not present for the duration will be subject to loss of participation points. Failure to sign the student roster will result in the student being counted absent. Class will begin promptly at 6: 00 p. m.

Students who are tardy will forfeit one participation point per instance. The policy also applies to students returning from break. Attendance will be taken fifteen minutes into the beginning of class and five minutes after each break. Late assignments All assignments will be collected at the beginning of class on the due date. Any assignment handed in after class collection is considered late. I will allow late assignments up to 48 hours from the collection time (6: 00pm day of class). All late assignments will have points subtracted from the value of the paper upon receipt; late assignments will forfeit 25% of the total point value.

No assignments will be accepted after the last night of class. No exceptions are made. Feedback Feedback on student assignments will be given in a timely manner as soon as they are evaluated, before the next class meeting. Prompt submission of assignments will aid in providing a timely response. Feedback will be provided via the rubrics provided with each assignment. Specific questions regarding feedback may be addressed following class, via the OLS, or other direct contact with me. Incompletes An incomplete in my class has never been given.

One may be awarded in extreme circumstances. Any incomplete will be made at my discretion. Academic Honesty Academic honesty is highly valued at the University of Phoenix. You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not

limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the University of Phoenix Catalog for more information about academic honesty, including consequences of academic dishonesty.

Privacy and Confidentiality in the Online Classroom One of the highlights of the academic experience at University of Phoenix is that students can draw on the wealth of examples from their organizations in class discussions and in their written work. It is imperative, however, that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any such stipulation in contracts they have agreed to with their companies.

How Points and Percentages Equate to Grades 95-100| A| | 74-76| C| 90-94| A-| | 70-73| C-| 87-89| B+| | 67-69| D+| 84-86| B| | 64-66| D| 80-83| B-| | 60-63| D-| 7-79| C+| | 0-59| F|

Week One Introduction to Psychology Describe the development of the discipline of psychology. Compare and contrast research methods used to examine psychological phenomena. Explain biological influences on the human brain. ASSIGNMENTS INDIVIDUAL 1.

Read Ch. 1-2 in Visualizing Psychology. * 2. Origins of Psychology and Research Methods Worksheet (due Week One) * Complete the Origins of Psychology and Research Methods worksheet located on your student Web page. ** LEARNING TEAM * 1. Review the objectives from Week One and discuss additional insights and questions that may have arisen. * 2.

Influences on Behavior and Psychological Disorders Presentation (due Week Five) * Some psychologists specialize in the areas of study and treatment of psychological disorders, such as schizophrenia, mood disorder, eating disorders, and anxiety disorders. For your Learning Team presentation, research and explain various elements that influence physical and mental health and behavior. * Create a 15- to 20-slide Microsoft® PowerPoint presentation on one of the following psychological disorders: *Depression* Bipolar disorder * Anorexia nervosa * Antisocial personality disorder * Obsessive-compulsive disorder * Schizophrenia Borderline personality disorder * Include the following in the presentation: * Describe the general behaviors associated with the disorder. * * Explain how biological influences play a role. * Are there biological reasons why an individual may exhibit behaviors related to the disorder? Explain your answer. * * Describe how altered states of consciousness related to sleep, psychoactive drugs, or meditation and hypnosis affect individuals with the disorder. * Describe how the disorder could affect memory.

* Provide a brief description of any biological influences on the memory of individuals with this disorder. Are there any memory distortions commonly involved with the disorder? * * Select two personality theories. Compare and contrast the theories, describing each theory's application to your chosen disorder. * Evaluate the effectiveness of at least two therapies used to treat the disorder. * * Format your presentation according to APA guidelines. Incorporate at least four scholarly references and include detailed speaker's notes on each slide. The outline, due in Week Three, must include the following: a.

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Introduction * 1) include all introductory points 2) include a thesis statement
b. Body of presentation * 1) address all main topics and subtopics in the body of the presentation 2) cite original works within the body of the outline following APA guidelines * c. Conclusion – include preliminary concluding statements * d. Reference list – list four references formatted using APA guidelines * Week Two Awareness and Learning Identify processes related to sensing and perceiving information from the environment. Describe factors that influence states of human consciousness. Distinguish between different types of learning. ASSIGNMENTS INDIVIDUAL 1.

Read Ch. 4-6 in Visualizing Psychology. * 2. Sensation and Perception Worksheet (due Week Two) * Complete the Sensation and Perception worksheet located on your student Web page. 3. Learning Experience Paper (due Week Two) Write a 700- to 1,050-word paper describing a single, informal learning experience you have had. You may include a time when you learned to fear something, love something, hate something, or to accomplish a task.

You may describe, for instance, how you became afraid of heights, why a particular food or smell moves you emotionally, or why you dislike elevators. The experience must be concrete and can be a singular experience or an experience that occurred over a longer period. Describe the experience by applying learning theories to the steps involved in the learning experience. Be sure to include the following in your paper: a. Identify what you learned from the experience(s). b. Describe how your learning could have occurred through classical conditioning.

Identify the unconditioned stimulus, the unconditioned response, the conditioned stimulus, and the conditioned response. c. Explain how your learning could have occurred through operant conditioning. Describe the behavior, consequence, and reinforcement. Indicate the schedule of reinforcement, if applicable. d. Address how your learning could have occurred through cognitive-social learning.

e. Discuss the influences of media and prejudice on learning. f. Conclude by comparing and contrasting classical conditioning, operant conditioning, and cognitive-social learning. Format your paper according to APA guidelines.

Include at least two references from University Library. ** LEARNING TEAM *

1.

Review the objectives from Week Two and discuss additional insights and questions that may have arisen. 2. Influences on Behavior and Psychological Disorders Presentation Outline (due Week Three) * Continue to work on the Influences on Behavior and Psychological Disorders Presentation Outline, as outlined in Week One. Week Three Remembering, Feeling, and Thinking Describe influences on memory functions. Explain relationships among motivation, emotion, and behavior. Evaluate major theories of emotion. Summarize relationships among thinking, intelligence, and creativity.

ASSIGNMENTS INDIVIDUAL 1. Read Ch. 7-8 ; amp; 11 in Visualizing Psychology. * 2. Feeling and Thinking Worksheet (due Week Three) Complete the Feeling and Thinking worksheet located on your student Web page. 3. Motivation Profiles Paper (due Week Three) * Four people are each striving toward the same end, but are motivated by different means.

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Ella, Marcelo, and Masoko all want to obtain a promotion at their place of employment. Assume the following: a. Ella's motivation can be accounted for by a biological theory of motivation. b. Marcelo's motivation can be accounted for by a psychosocial theory of motivation. c. Masoko's motivation can be accounted for by an interactionist theory of motivation.

Write a 700- to 1,050-word APA formatted paper addressing the following: a. Speculate on the source of motivation for each person based on the assumptions above. * 1) What are the main differences between Ella, Marcelo, and Masoko's sources of motivation? 2) How has emotion served as motivators for each individual? Describe the relationship between emotion and motivation in the context of these vignettes, selecting the emotion theory for each scenario that you think relates the most to each case. * b. Explain the differences between the types of effort Ella, Marcelo, and Masoko would put forth based on their source of motivation. c. Hypothesize another individual named Sam.

Sam has a realistic combination of motivating theories, which give rise to various factors inspiring him to pursue a promotion. * 3) Describe Sam's sources of motivation. 4) Describe the type of effort Sam may put forth based on his sources of motivation. * d. Explain how the factors of each motivation theory might interact with each other. LEARNING TEAM 1. Review the objectives from Week Three and discuss additional insights and questions that may have arisen.

* 2. Influences on Behavior and Psychological Disorders Presentation Outline (due Week Three) *The outline, due in Week Three, must include the

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following: a. Introduction * 5) include all introductory points 6) include a thesis statement * b. Body of presentation * 1) address all main topics and subtopics in the body of the presentation 2) cite original works within the body of the outline following APA guidelines * c. Conclusion – include preliminary concluding statements * d. Reference list – list four references formatted using APA guidelines * * * Week Four Development: Physical and Self Describe influences on physical and cognitive development. Explain theories of social, moral, and personality development.

Compare and contrast personality theories. ASSIGNMENTS INDIVIDUAL 1. Read Ch. 9-10 ; amp; 12 in Visualizing Psychology. * 2. Lifep Development and Personality Paper (due Week Four) * Developmental psychology seeks to address various aspects of human development, including physical, cognitive, social, moral, and personality development. Discuss the influences on all of these types of development in a 1, 050- to 1, 400-word paper.

Select one of the following stages of development as the focus of your paper: a. Infancy (birth to 1 year) b. Childhood(3-12 years) c. Adolescence (12-20 years) d. Adulthood (20-65 years) e. Senior (65+ years) Address the following in relationship to the stage of development selected: a. What factors affect physical development? Consider both hereditary and environmental influences.

Provide examples. b. What factors affect cognitive development? Consider both hereditary and environmental influences. Provide examples. c. What factors affect social, moral, and personality development? Describe the factors by explaining at least two theoretical perspectives associated with

moral, social, and personality development. Format your paper according to APA guidelines.

Include at least two references from University Library. LEARNING TEAM 1. Review the objectives from Week Four and discuss additional insights and questions that may have arisen. * 2. Influences on Behavior and Psychological Disorders Presentation (due Week Five) * Continue to work on the Influences on Behavior and Psychological Disorders Presentation, as outlined in Week One. Week Five Psychological Health and the Social Context Explain the role of biological influences on physical and mental health.