



GEORGETOWN UNIVERSITY
School of Continuing Studies
Summer and Special Programs

GENERAL PSYCHOLOGY (PSYC-001-130)

Dates: June 3, 2019 - July 26, 2019

Location: Online

Faculty: W. Gerrod Parrott

Faculty Contact Information: Please email through the Canvas Inbox. If you have issues with the Canvas Inbox, you can use parrottg@georgetown.edu

Virtual Office Hours: By appointment through Canvas Conference. Contact me by email to set up an appointment.

COURSE DESCRIPTION

This introductory course surveys the field of academic psychology and acquaints students with its major approaches and topics. The course is taught online with all teaching activities taking place asynchronously.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Understand four overarching themes that characterize the study of contemporary Psychology.
 - The conceptual development of the discipline.
 - The development of the individual.
 - The ecological context of human development.
 - The relationships of thinking and understanding to brain function, and their expression in human and animal life.
- Understand the ecological context of human development.

- Understand the major theories and empirical findings that inform current thinking about the ways in which individuals function within and are affected by relationships with and among peers and groups.
- Understand broadly the theories and empirical findings that inform current thinking about the effects of family life on human development.
- Understand how culture affects the expression of thought, emotions, and behavior, and how norms of the expression of each can be culturally mediated.
- Understand the values that guide research in Psychology.
 - Appreciate and assimilate the positive roles of curiosity, healthy skepticism and doubt in scientific inquiry.
 - Evaluate psychological explanations and recognize that such explanations are inherently complex and must take into account variability along the continuum of human and animal life.
 - Recognize the evolving and cumulative nature of psychological explanations.

REQUIREMENTS

Textbook

Exploring Psychology in Modules, 11th ed., by David G. Myers and C. Nathan Dewall (Worth Publishers, 2019).

NOTE: There are many versions of this text and you must be careful to get the correct one! First, get the 11th edition—it's much more up-to-date. Second, get EXPLORING Psychology, not plain Psychology—it's briefer. Third, get Exploring Psychology IN MODULES—it's divided into 46 mini-chapters rather than into 15 mega-chapters. You can obtain this book in either of two formats: paperback or loose-leaf, either of which is perfectly fine. Here is the ISBN number for each format:

- Paper text ISBN-13: 978-1-319-10417-7
- Loose-Leaf Sheets ISBN-13: 978-1-319-12967-5

Online Courseware

Acrobatiq Smart Courseware, Introduction to Psychology. Access can be purchased from Acrobatiq by following links that are provided throughout the course (including the Orientation). Register for Acrobatiq and pay for it (\$70) by credit card. If you have any difficulty signing up for Acrobatiq, contact their tech support and also let your Professor know about your problem so he can advocate on your behalf and get the problem resolved quickly. Acrobatiq revised their software for 2017 and the process of registering students still can be a bit buggy.

STUDENT EXPECTATIONS

This course consists of 8 weekly units and an orientation. All units are open and available to you at the start of the course for your planning purposes. However, the modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates.

You are expected to complete all the course material. There are *weekly deadlines* for Acrobatiq Quizzes and unit tests, plus a midterm exam in the fourth week and a final exam in the eighth week. You will be expected to post contributions to online discussion forums at least twice each week, and to take the lead in initiating a new discussion topic when asked to do so by the professor (it will be your turn approximately twice during the course). During the first week of the course you will be asked to post an introductory video of yourself.

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module activities and assignments by the assigned dates.

This course is taught entirely asynchronously so you can participate on your own schedule from any place in the world (subject to the weekly deadlines set forth in this syllabus). There are weekly deadlines to keep you on track throughout the course; they are always on Sundays at midnight EDT. In other words, you have total freedom within weeks but no freedom whatsoever between weeks! You may work whenever and wherever you want during the week, but by the end of each week there are activities and assessments that you must have completed.

TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. Our accelerated units truncate a 15-week class into 7.5 weeks while requiring the same level of participation, commitment, and academic rigor. Thus students should plan on spending 15-20 hours per week on the work for any online unit.

COMMUNICATION STRATEGIES

Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Communication with Peers

You will be expected to communicate with your peers via the discussion board.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class. Please post those in the NEED HELP? question forum.

Questions

In online courses, everyone will likely have questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the NEED HELP? question forum, which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help to each other.

Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for feedback on assessments.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are sometimes controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

And finally, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

COURSE ACTIVITIES AND ASSIGNMENTS

All activities for this course will be accessed via Canvas. This course is taught entirely asynchronously so you can participate on your own schedule from any place in the world (subject to the weekly deadlines set forth in this syllabus).

As part of this course you will be:

- reading materials online and in your textbook
- watching instructional videos
- completing online activities that help you to develop and check your understanding
- discussing ideas with your peers via discussion boards
- working on daily quizzes and unit tests, plus two exams
- watching weekly lectures by the Professor that outline the major topics of the week and supplement the other course materials by explaining difficult concepts or presenting supplementary material
- able to communicate with your Professor by email, and to arrange able to speak with your Professor by phone or Zoom conferencing if desired

The online Acrobatiq course modules were chosen to take the place of traditional classroom lectures, demonstrations, and activities. Much like traditional face-to-face classes, they present material in a way that supplements the course readings by presenting a subset of topics in a more dynamic and interactive fashion and by presenting additional supplementary material.

Students are responsible for obtaining the textbook on their own. *Exploring Psychology in Modules* is a concisely-written traditional textbook.

Discussion Forums are a way for you to engage with your classmates and professor about the course content. Each lesson module will have several questions that link to a forum. I'll post some of these questions and each week I'll invite several students to initiate additional discussions by posting a comment to start a new thread. You can also access each forum by clicking on the DISCUSSIONS button in the course navigation links. In order to get full credit for each discussion, you will need to post at least one thoughtful, well-written response to the question and at least one response to one of your classmates' answers.

GRADING

Course grades are based on 2 exams, the best 47 of 52 Acrobatiq quizzes, 14 Acrobatiq unit tests, and class participation, as detailed below.

Quizzes

Each of the 52 modules has a quiz that will be graded. They will be in multiple-choice format. The lowest 5 quizzes will be dropped and the average percentage correct of the remaining 47 will count 25% toward the final course grade. All quizzes must be completed by the last day of the week in which they are assigned (Sunday evening at midnight, EDT). Any quizzes not

completed by that time will automatically be scored as a zero. (Recall that five quizzes will be dropped, so a few zeros will not matter.)

Unit Tests

Each of 14 Acrobatiq units has a unit test at the end. These are not timed and they will be in multiple-choice format. The lowest unit test score will be dropped and the average percentage correct of the remaining 13 will count 25% toward the final course grade. All unit tests must be completed by the last day of the week in which they are assigned (Sunday evening at midnight, EDT). Any unit tests not completed by that time will be scored as a zero. Only one of the unit test scores will be dropped, so you want to avoid getting zeros.

Exams

Two examinations will each cover 50% of the course material. Exam questions will be in short-answer format. Exams will cover the textbook readings and the professor's lectures as well as the Acrobatiq modules. The purpose of the exams is to provide a comprehensive assessment of course mastery. Exams will contain both factual questions and conceptual, integrative questions. The average of these two exams will count 30% toward the final course grade. The deadline for completing each exam is the last day of the fourth and eighth week of the course (Sunday evenings at midnight, EDT). Exams will be accepted up to 72 hours after that deadline but a penalty of 10 percentage points will be applied during the first 24 hours of lateness, a penalty of 20 percentage points during the second 24 hours of lateness, and a penalty of 30 percentage points during the third 24 hours of lateness. Exams will not be accepted later than 72 hours after the deadline.

Class Participation

Each week you should participate in at least two class discussions by responding to one of the topics that I post as well as to one of the topics your classmates post. If it is your turn to initiate a student post (I will invite several students to do so each week by email), you should do so within two days so your classmates will have time to read and respond to you. Each week I will post a grade to assess your contributions to class. The average of those eight weekly scores will constitute your class participation grade which will count 20% toward the final course grade.

Course Grade

- 25% Average of 47 best quizzes
- 25% Average of 13 best unit tests
- 30% Average of the 2 exams
- 20% Average of the 8 weekly class participation scores

Grading Scale

94+	A
90 - 93	A-
86 - 89	B+
82 - 85	B
78 - 81	B-
74 - 77	C+
70 - 73	C

66 - 69	C-
63 - 65	D+
60 - 62	D
0 - 59	F

ABSENCES

There are no absences in an online course. Students are expected to complete all work by the due date. If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, quizzes, unit tests, and/or exams, the student will receive a zero on the assignment.

MAKE-UP POLICY

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, or have secured my permission well in advance.

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out <http://www.plagiarism.org>.

COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability (first week of class only)

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

TECHNICAL SKILLS REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

TECHNICAL SUPPORT

Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

STUDENT SUPPORT SERVICES

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**
202-687-8354 | arc@georgetown.edu
<http://academicsupport.georgetown.edu/>
- **Counseling and Psychiatric Services**
202-687-6985
<http://caps.georgetown.edu/>
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**
(202) 687-4798
<https://ideaa.georgetown.edu/>

COURSE CONTENT OUTLINE

This course is divided into 8 units (one unit per week), plus an initial orientation to the course and to Canvas. Below is a detailed outline for each unit.

WEEK 1: June 3 – 9

LEARNING OBJECTIVES

- Learn time-management skills and study strategies
- Learn psychology's subject matter, history, levels of analysis, and subfields
- Learn about the scientific method and the research strategies used in psychology
- Learn how nerve cells function, communicate, and influence behavior

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Student Preface section on Time Management, pp. xxxiii–xl
 - Self-assessment in Myers' Table 1 (not graded)
- ❖ Acrobatiq Unit 1: Learning Strategies
 - Self-assessment "Did I Get This?" (not graded)
- ❖ Acrobatiq Unit 2: Modules 1 and 2: Introduction; Welcome to Psychology
 - Complete Acrobatiq Module 2 Quiz before midnight June 9
- ❖ Myers Module 1: History and Scope of Psychology
- ❖ Acrobatiq Unit 2: Module 3: History and Perspectives
 - Complete Acrobatiq Module 3 Quiz before midnight June 9
- ❖ Acrobatiq Unit 2 Test
 - Complete Acrobatiq Unit 2 Test before midnight June 9
- ❖ Myers Module 2: Research Strategies
- ❖ Acrobatiq Module 4: Scientific Method
 - Complete Acrobatiq Module 4 Quiz before midnight June 9
- ❖ Acrobatiq Module 5: Research Designs
 - Complete Acrobatiq Module 5 Quiz before midnight June 9
- ❖ Acrobatiq Unit 3 Test
 - Complete Acrobatiq Unit 3 Test before midnight June 9
- ❖ Class discussion of Neurotransmitters and the Synapse
- ❖ Myers Module 3: Neural and Hormonal Systems
- ❖ Acrobatiq Module 6: Neurons
 - Complete Acrobatiq Module 6 Quiz before midnight June 9

WEEK 2: June 10 – 16

LEARNING OBJECTIVES

- Identify the structures and functions of the "old brain" and of the cerebral cortex
- Understand the methods used to study brain structure and functions
- Describe the major parts of the nervous system and their functions
- Understand and apply the basic concepts of sensation and perception

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 5: The Cerebral Cortex
- ❖ Acrobatiq Module 7: Brain Regions
 - Complete Acrobatiq Module 7 Quiz before midnight June 16
- ❖ Ongoing class discussion about the biological approach to psychology
- ❖ Ongoing class discussion on topics initiated by designated students
- ❖ Myers Module 4: Tools of Discovery, Older Brain Structures, and the Limbic System
- ❖ Acrobatiq Module 8: Methods for Studying the Brain
 - Complete Acrobatiq Module 8 Quiz before midnight June 16

- ❖ Acrobatiq Module 9: The Nervous and Endocrine Systems
 - Complete Acrobatiq Module 9 Quiz before midnight June 16
- ❖ Acrobatiq Unit 4 Test
 - Complete Acrobatiq Unit 4 Test before midnight June 16
- ❖ Myers Module 16: Basic Concepts of Sensation and Perception
- ❖ Acrobatiq Module 10: Introduction to Sensing and Perceiving
 - Complete Acrobatiq Module 10 Quiz before midnight June 16

WEEK 3: June 17 – 23

LEARNING OBJECTIVES

- Identify structures of the neural pathway of vision and describe visual processing
- Understand how knowledge and sensation combine in perception
- Know the basic components of classical conditioning and their application to learning and phobia
- Distinguish between classical and operant conditioning, and understand how reinforcement and punishment influence behavior
- Understand the limitations of conditioning as an explanation of learning and knowledge

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 17: Vision: Sensory and Perceptual Processing
- ❖ Ongoing class discussion about the visual system
- ❖ Acrobatiq Module 11: Seeing: The Visual System
 - Complete Acrobatiq Module 11 Quiz before midnight June 23
- ❖ Myers Module 18: The Nonvisual Senses
- ❖ Acrobatiq Module 12: Audition & Other Senses
 - Complete Acrobatiq Module 12 Quiz before midnight June 23
- ❖ Acrobatiq Module 13: Perception: Interpreting Sensation Based on Knowledge
 - Complete Acrobatiq Module 13 Quiz before midnight June 23
- ❖ Myers pp. 81-85 (5pp from Module 7 on “Selective Attention” and “Dual Processing”)
- ❖ Acrobatiq Unit 5 Test
 - Complete Acrobatiq Unit 5 Test before midnight June 23
- ❖ Myers Module 19: Basic Learning Concepts and Classical Conditioning
- ❖ Acrobatiq Module 14: Classical Conditioning
 - Complete Acrobatiq Module 14 Quiz before midnight June 23
- ❖ Myers Module 20: Operant Conditioning
- ❖ Acrobatiq Module 15: Operant Conditioning
 - Complete Acrobatiq Module 15 Quiz before midnight June 23
- ❖ Myers Module 21: Biology, Cognition, and Learning
- ❖ Acrobatiq Module 16: Learning by Insight and Observation
 - Complete Acrobatiq Module 16 Quiz before midnight June 23
- ❖ Acrobatiq Unit 6 Test

- Complete Acrobatiq Unit 6 Test before midnight June 23

WEEK 4: June 24 – 30

LEARNING OBJECTIVES

- Compare and contrast the stages of memory and the various types of memory
- Describe long-term memory and how it is affected by encoding
- Describe the brain structures involved in memory and how neurons change to create memory
- Explain why we forget and misremember
- Understand how memory and mental representation affect thinking, problem solving, decision making, and creativity

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 22: Studying and Encoding Memories
- ❖ Acrobatiq Module 17: Types and Stages of Memory
 - Complete Acrobatiq Module 17 Quiz before midnight June 30
- ❖ Acrobatiq Module 18: How We Remember
 - Complete Acrobatiq Module 18 Quiz before midnight June 30
- ❖ Myers Module 23: Storing and Retrieving Memories
- ❖ Acrobatiq Module 19: The Biology of Memory
 - Complete Acrobatiq Module 19 Quiz before midnight June 30
- ❖ Myers Module 24: Forgetting, Memory Construction, and Improving Memory
- ❖ Acrobatiq Module 20: Accuracy and Inaccuracy in Memory and Cognition
 - Complete Acrobatiq Module 20 Quiz before midnight June 30
- ❖ Acrobatiq Unit 7 Test
 - Complete Acrobatiq Unit 7 Test before midnight June 30
- ❖ Myers Module 25: Thinking
- ❖ Midterm Examination
 - Take the Midterm Exam before midnight June 30

WEEK 5: July 1 – 7

LEARNING OBJECTIVES

- Identify the components of language, the brain areas involved in language and their functions, the milestones and theories of language learning and of language's relation to thinking
- Identify fundamental issues of developmental psychology and the stages of prenatal development

- Describe cognitive development in childhood and how it is explained by the theories of Piaget and Vygotsky
- Describe the major milestones in the development of social relationships during childhood and adolescence and the research related to it
- Describe how psychological development continues throughout adulthood

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 26: Language and Thought
- ❖ Acrobatiq Module 21: Communicating with Others
 - Complete Acrobatiq Module 21 Quiz before midnight July 7
- ❖ Acrobatiq Unit 8 Test
 - Complete Acrobatiq Unit 8 Test before midnight July 7
- ❖ Myers Module 10: Developmental Issues
- ❖ Acrobatiq Modules 26 & 27: Introduction to Lifespan Development; Prenatal and Early Development

(Note: we are skipping Acrobatiq Unit 9, which comprises Modules 22-25)

 - Complete Acrobatiq Module 26 & 27 Quizzes before midnight July 7
- ❖ Myers Module 11: Infancy and Childhood
- ❖ Acrobatiq Module 28: Cognitive Development in Childhood
 - Complete Acrobatiq Module 28 Quiz before midnight July 7
- ❖ Myers Module 12: Adolescence
- ❖ Acrobatiq Modules 29 & 30: Social & Personality Development in Children; Development During Adolescence
 - Complete Acrobatiq Module 29 & 30 Quizzes before midnight July 7
- ❖ Myers Module 13: Adulthood
- ❖ Acrobatiq Module 31: Adulthood
 - Complete Acrobatiq Module 31 Quiz before midnight July 7
- ❖ Acrobatiq Unit 10 Test
 - Complete Acrobatiq Unit 10 Test before midnight July 7

WEEK 6: July 8 – 14

LEARNING OBJECTIVES

- Describe the effects of emotions on thinking and behavior, and describe the classic theories of emotion
- Describe psychological research on the causes and effects of positive emotions
- Describe the basic concepts of human motivation, and apply them to the topics of affiliation, achievement, eating, and sex
- Describe trait theories of personality, their strengths and limitations, and techniques for measuring personality.
- Describe the major concepts, strengths, and limitations of the psychodynamic and humanistic approaches to personality

- Describe the methods of behavioral genetics and molecular genetics, and explain what conclusions we can draw from them about the determinants of personality

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Modules 31 & 32: Theories and Physiology of Emotion; Expressing and Experiencing Emotion
- ❖ Acrobatiq Module 32: Experience of Emotion
 - Complete Acrobatiq Module 32 Quiz before midnight July 14
- ❖ Myers Module 34: Health and Happiness
- ❖ Acrobatiq Module 33: Positive Emotions
 - Complete Acrobatiq Module 33 Quiz before midnight July 14
- ❖ Myers Modules 29 & 30: Basic Motivational Concepts, Affiliation, and Achievement; Hunger
- ❖ Acrobatiq Module 34: Human Motivation
 - Complete Acrobatiq Module 34 Quiz before midnight July 14
- ❖ Acrobatiq Unit 11 Test
 - Complete Acrobatiq Unit 11 Test before midnight July 14
- ❖ Myers Module 39: Contemporary Perspectives on Personality
- ❖ Acrobatiq Module 35: Personality and Behavior
 - Complete Acrobatiq Module 35 Quiz before midnight July 14
- ❖ Myers Module 38: Classic Perspectives on Personality
- ❖ Acrobatiq Module 36: The Origins of Personality
 - Complete Acrobatiq Module 36 Quiz before midnight July 14
- ❖ Myers Module 6: Genetics, Evolutionary Psychology, and Behavior
- ❖ Acrobatiq Module 37: Is Personality More Nature or More Nurture?
 - Complete Acrobatiq Module 37 Quiz before midnight July 14
- ❖ Acrobatiq Unit 12 Test
 - Complete Acrobatiq Unit 12 Test before midnight July 14

WEEK 7: July 15 – 21

LEARNING OBJECTIVES

- Describe how social cognition affects our perceptions of others
- Explain the factors that influence human altruism, aggression, conformity, and obedience
- Describe how social groups influence individual performance and decision making
- Describe the characteristics of wellness and the practices and therapies that bring balance to life
- Describe how a life out of balance is manifested physically, emotionally, and socially
- Define stress, distinguish types of stressors, identify specific physiological and behavioral responses to stress and the ways in which they can be helpful and unhelpful, as well as strategies for coping with stress

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 35: Social Thinking and Social Influence
- ❖ Acrobatiq Module 38: Social Cognition
 - Complete Acrobatiq Module 38 Quiz before midnight July 21
- ❖ Myers Modules 36 & 37: Antisocial Relations; Prosocial Relations
- ❖ Acrobatiq Module 39: Interacting with Others
 - Complete Acrobatiq Module 39 Quiz before midnight July 21
- ❖ Acrobatiq Module 40: Working with Others
 - Complete Acrobatiq Module 40 Quiz before midnight July 21
- ❖ Acrobatiq Unit 13 Test
 - Complete Acrobatiq Unit 13 Test before midnight July 21
- ❖ Acrobatiq Modules 41, 42, and 43: Having Balance in Your Life; Maintaining Balance: Being Out of Balance
 - Complete Acrobatiq Module 41, 42, and 43 Quizzes before midnight July 21
- ❖ Myers Module 33: Stress and Illness
- ❖ Acrobatiq Modules 44, 45, and 46: Stress; Pain Management; Mindfulness
 - Complete Acrobatiq Module 44, 45, and 46 Quizzes before midnight July 21
- ❖ Acrobatiq Unit 14 Test
 - Complete Acrobatiq Unit 14 Test before midnight July 21

WEEK 8: July 22 – 28

LEARNING OBJECTIVES

- Define psychological disorder and describe the history of the concept and the modern biopsychosocial model and criteria for classifying disorders
- Describe the characteristic symptoms and causes of mood disorders
- Describe the characteristic symptoms and causes of anxiety and related disorders
- Describe the characteristic symptoms of schizophrenia, along with the genetic and environmental risk factors for the disorder
- Define and differentiate the various personality disorders
- Describe the symptoms of neurodevelopmental disorders and the diagnostic controversies with them
- Describe dissociative identity disorder and explain the controversies about the validity of this diagnosis
- Distinguish the psychological, biomedical, and social approaches to treatment, then identify and explain the major forms of psychological therapy
- Classify the different types of medications and brain interventions used to treat mental disorders and explain how they each work to reduce symptoms
- Explain the advantages of group therapy and self-help groups for treating disorders

- Describe the methods used to study the effectiveness of treatments for mental disorders and what is known about the relative effectiveness of psychological and biological treatments

MODULE ACTIVITIES & ASSESSMENTS

- ❖ View Overview Lecture
- ❖ Myers Module 40: Basic Concepts of Psychological Disorders
- ❖ Acrobatiq Module 47: Defining Psychological Disorders
 - Complete Acrobatiq Module 47 Quiz before midnight July 28
- ❖ Myers Module 41: Anxiety Disorders, OCD, and PTSD
- ❖ Acrobatiq Module 48: Anxiety and Related Disorders
 - Complete Acrobatiq Module 48 Quiz before midnight July 28
- ❖ Myers Module 42: Major Depressive Disorder and Bipolar Disorder
- ❖ Acrobatiq Module 49: Mood Disorders
 - Complete Acrobatiq Module 49 Quiz before midnight July 28
- ❖ Myers Module 43: Schizophrenia and Other Disorders
- ❖ Acrobatiq Module 50: Schizophrenia
 - Complete Acrobatiq Module 50 Quiz before midnight July 28
- ❖ Acrobatiq Module 51: Personality Disorders
 - Complete Acrobatiq Module 51 Quiz before midnight July 28
- ❖ Acrobatiq Module 52: Neurodevelopmental Disorders
 - Complete Acrobatiq Module 52 Quiz before midnight July 28
- ❖ Acrobatiq Module 53: Controversies and Conclusions
 - Complete Acrobatiq Module 53 Quiz before midnight July 28
- ❖ Acrobatiq Unit 15 Test
 - Complete Acrobatiq Unit 15 Test before midnight July 28
- ❖ Myers Modules 44 & 45: Introduction to Therapy and the Psychological Therapies; Evaluating Psychotherapies
- ❖ Acrobatiq Module 54: Psychotherapy
 - Complete Acrobatiq Module 54 Quiz before midnight July 28
- ❖ Myers Module 46: The Biomedical Therapies and Preventing Psychological Disorders
- ❖ Acrobatiq Module 55: Biomedical
 - Complete Acrobatiq Module 55 Quiz before midnight July 28
- ❖ Acrobatiq Module 56: Social
 - Complete Acrobatiq Module 56 Quiz before midnight July 28
- ❖ Acrobatiq Module 57: Prevention
 - Complete Acrobatiq Module 57 Quiz before midnight July 28
- ❖ Acrobatiq Unit 16 Test
 - Complete Acrobatiq Unit 16 Test before midnight July 28
 - (Note: We are skipping Acrobatiq Unit 17, which comprises Modules 57–59)
- ❖ Final Examination
 - Take the Final Exam before midnight July 28