



**NORTHWEST**  
MISSOURI STATE UNIVERSITY  
MARYVILLE | KANSAS CITY

**School of Health Science and Wellness**

## **General Psychology**

**PSYC 08103, 48 contact hours, 3 credit hours**

**5-Week Summer Session**

**Instructor: TBA**

**E-mail: TBA**

**Office Hours: By appointment**

**Class Description:** A survey course designed to introduce students to the foundation of human and animal behavior. Students will study the content and the processes used by behavioral scientists to discover, describe, explain and predict human behavior. The course provides an environment in which students learn how to critically evaluate the biological, social/cultural, and psychological variables that contribute to behavior and to reflect on those to develop an informed sense of self and others.

**Textbook:** Myers, D. G., DeWall, C. N. (2015). Psychology. (11th ed.). New York: Worth Publishers, Inc.

### **Additional Readings (provided on Canvas):**

Bergland, C. (2013, September 10). These Are Revolutionary Times for the Biology of Psychology. Retrieved from <https://www.psychologytoday.com/us/blog/the-athletes-way/201309/these-are-revolutionary-times-the-biology-psychology>

Bergland, C. (2014, December 10). Subliminal Cues Impact Motivation, Endurance, and Longevity. Retrieved from <https://www.psychologytoday.com/us/blog/the-athletes-way/201412/subliminal-cues-impact-motivation-endurance-and-longevity>

Ceci, S. (2001, July 1). IQ to the Test. Retrieved from <https://www.psychologytoday.com/us/articles/200107/iq-the-test>

Hyman, I. (2017, January 30). Crowd Size, Line Length, and Conformity. Retrieved from <https://www.psychologytoday.com/us/blog/mental-mishaps/201701/crowd-size-line-length-and-conformity>

Marlow, K. (2013, March 1). What is Consciousness? Retrieved from <https://www.psychologytoday.com/us/blog/the-superhuman-mind/201303/what-is-consciousness>

McLeod, S. (2018, August 05). Vygotsky - Social Development Theory. Retrieved from <https://www.simplypsychology.org/vygotsky.html>

Neuman, F. (2013, May 1). Determining What Is Normal Behavior and What Is Not. Retrieved from <https://www.psychologytoday.com/us/blog/fighting-fear/201305/determining-what-is-normal-behavior-and-what-is-not>



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Seitz, B. M. (2018, January 29). @BFSkinnyMan: On the Psychology of Instagram Fitness Culture. Retrieved from <https://www.psychologytoday.com/us/blog/hardwired-learn/201801/bfskinnyman-the-psychology-instagram-fitness-culture>

Vernon, M. (2015, November 30). 100 years old and making a comeback – Freud's theories of the unconscious | Mark Vernon. Retrieved from <https://www.theguardian.com/commentisfree/2015/nov/30/sigmund-freud-unconscious-theories>

**Prerequisite Course requirements:** None

### Student Learning Outcomes

### Assessment Methods

Communication: Students will understand the role of writing and speaking and learn to use speaking and writing to respond effectively to a variety of purposes and audiences about psychological topics.	Critical Thinking Assignments
Critical Thinking: Students will engage in disciplined thought to generate and communicate ideas. They will be able to assimilate, retain, and interpret psychological information and utilize that information to generate reasonable hypotheses and draw educated conclusions. Students will also be able to elucidate these solutions based on these conclusions with the ability to self-evaluate their effectiveness, and produce an original expression of these ideas.	Critical Thinking Assignments
Managing Information: Students will locate, retrieve, organize, store, synthesize, and annotate various forms of psychological information. Students will be able to access, generate psychological information using contemporary technologies. They will be able to evaluate psychological information for currency, usefulness, and accuracy and be able to reorganize information for purpose and present that information clearly.	Critical Thinking Assignments, Learning Curve/Reading Quizzes; Midterm and Final Assessments
Valuing: Students will understand the formation and context of values by being able to evaluate the difference between true and false beliefs, right and wrong actions, as well as those values that underlie artistic expression and make appropriate decisions based on these values.	Critical Thinking Assignments, Learning Curve/Reading Quizzes; Midterm and Final Assessments



Also, being able to consider multiple perspectives, recognize biases, deal with ambiguity, and form and defend reasoned positions.	
Diversity, Equity, and Inclusion: Students will be culturally competent citizens who understand and engage comfortably with difference demonstrated by using critical thinking tools to identify their own assumptions about marginalized individuals. They will be able to identify implicit and explicit bias in organizational policies, procedures, and practices.	Critical Thinking Assignments

METHOD OF EVALUATION:	Weight
Exams x2	35%
Video Engagement Quizzes x9	15%
Reading Checks /“Learning Curve” x10	15%
Discussion Participation x9	35%

**GRADING SCALE:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

**Instructional Methods and Techniques:** This course will be delivered fully online, and all instructional methods and assessments outlined as follows will be adapted to this format on Canvas. The class will be broken up into 5 units. It is expected that you will read the **entire** textbook chapter corresponding to each unit, to ensure that you are reading the material you will complete a reading check, the Learning curve assignment. These will highlight the high points of each chapter, but are by no means exhaustive of all the material for which you are responsible. In addition to the material of the text books there will also be a few short videos to watch, each unit, with a short quiz regarding the material presented, to ensure engagement. On Day 2 of every unit, a small article to read and a discussion prompt will be provided and you will need to engage with the prompt and your fellow students (see Description of discussion for further information). Finally, there will be two exams, one at mid-term and one final exam.

**DESCRIPTION OF METHODS OF EVALUATION:**

**Exams** —there are two tests and are administered online via Canvas. Students are responsible for all assigned reading and for attending class. All material in the texts, presented in class, homework, or videos are eligible testing information. Each test will consist of 50 questions multiple choice questions. **This is a timed test.** You will have 80 mins. to complete each exam. These are worth 35% of your grade



## Discussion Participation

Starting with Unit 2, on Day 2 of each unit, I will create a discussion topic with a reading prompt in it explaining what it is I wish you to discuss relating to what we are currently covering that week. These will occur every other unit with the previous units' discussion assignment due before the next discussion topic is opened, giving you two weeks to complete each one. Your assignment is two part. First, you will need to respond to the discussion prompt by posting on the assigned discussion board your response to the prompt. The second part is to respond to **at least 2** of your classmates postings. Your responses to the prompt must be **at least 200 words** long and each of your responses to your classmates post must be **at least 200 words long each**. For further information regarding discussion posts and responses please see the Discussion Guide Video in Class Resources. These are following the rubric provided on canvas. This is worth 35% of your grade

## Video Engagement Quizzes

Each unit I will post two short (~15mins. ea) videos that illustrate interesting or important points in regards to the current unit of study. You will need to watch these videos and afterwards take a short quiz to test your engagement. These quizzes **are not timed**, and feel free to re-watch the video if necessary. These quizzes are worth 15% of your grade.

**Reading Checks** "Learning Curve" Assignments: Learning Curve is an online interactive quiz/review activity that allows you to review material, working to achieve competency of concepts presented. Each chapter often has multiple parts, and all parts must be complete for full credit. During the course of the session, we will cover 10 Chapters. The intention of this activity is to engage you, the student, in a more in-depth review of material presented in the text.

**Late Work:** Due to the short amount of time of summer courses assignments **will not be accepted after the due date.**

**Course Schedule:** Pay close attention to this schedule as we will not be covering every chapter in the textbook.

**Disclaimer:** Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

### Week 1

Module 1: What is Psychology? & Biology of Mind  
Readings: Introduction, Chapter 1, Chapter 2 & Chapter 4  
Learning Curves: 1a, 1b, 1c, 1d, 2a, 2b, 2c 4a, 4b, 4c  
Discussion: Biology of Mind; Consciousness  
Video Engagement Quizzes: 1a & 1b, 2

### Week 2

Module 2: Developmental Psychology  
Readings: Chapter 3, Chapter 9  
Learning Curves: 3a, 3b, 3c, 9a, 9b, 9c,  
Discussion: Sensation and Perceptions, Developmental Psychology



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Video Engagement Quizzes: Module 3, 4

Week 3

Module 3: Learning and Intelligence

Readings: Chapter 5 & Chapter 7

Learning Curves: 5a, 5b, 5c, 7a, 7b,

Discussions: Learning and Behaviorism (5a) & Intelligence (5b)

Video Engagement Quizzes: 5a and 5b

Week 4

Module 4: Social Psychology and Personality

Readings: Chapter 11 & 12

Learning Curves: 11a, 11b, 11c, 12a, 12b, 12c

Discussions: Social Psychology (6a) Personality (6b)

Video Engagement Quiz: Module 6

Week 5

Module 5: Psychological Disorders

Readings: Chapter 14

Learning Curves: 14a, 14b, 14c, 14d

Discussion: Psychological Disorders

Video Engagement Quiz Module 7, Final Exam

**Classroom Conduct:** This is a university level course. You are expected to be in class and seated at the beginning of the class and expected to stay until dismissed by the instructor. Comments, which pertain to the material being presented, are welcome but they need to be valid and topic oriented. RESPECT x 3 = Respect Self, Respect Instructor, Respect Others.

**Administrative Drop:**

An instructor may administratively dropped a student from the course if the student has not met the prerequisite for the course as stated in the catalog or if the student failed to attend/log in to class without notifying the instructor.

**Academic integrity policy:** The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Please refer to Northwest Missouri State University's Academic Integrity Policy at <http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

**Non-discrimination and anti-harassment policy:** Northwest Missouri State University is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. Please refer to the Non-Discrimination and Anti-Harassment Policy at <http://www.nwmissouri.edu/diversity/titlevi.htm>

**Family Educational Rights and Privacy Act (FERPA) Policy**

The Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Basically, the law says that no one outside the institution shall have access to your education records nor will the institution disclose any information from those



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records without your written consent. Northwest Missouri State University complies with FERPA, which also gives you certain rights with respect to your education records.

Please refer to the following link to view the Family Educational Rights and Privacy Act (FERPA) Policy:  
<http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>