



# Advanced Placement® (AP®) Psychology (APPSYCH) Syllabus

## Course Name

APPSYCH

Advanced Placement® (AP®) Psychology

## Course Information

APPSYCH is a one-semester course.

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences.

**Prerequisite:** Biology I

This course has been authorized by the College Board® to use the AP® designation.

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## Course Delivery Method

Online

## Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

## Course Objectives

After completing this course, you should be able to:

1. recognize the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection;
2. understand core psychological concepts, such as the brain and sense functions;
3. gauge human reactions, gather information, and form meaningful syntheses; and
4. relate relevant concepts like study skills and information retention to your own academic pursuits.

APPSYCH addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](https://www.tea.state.tx.us/teks/) website.

## Textbook and Materials

### ***Textbook(s)***

Required:

- *Psychology*, 13th ed. David G. Myers (Worth Publishing, 2020). ISBN-10: 1319132103 / ISBN-13: 9781319132101  
Acceptable alternate: *Psychology*, 12th ed (2017). ISBN-10: 10131905062X / ISBN-13: 139781319050627  
Acceptable alternate: *Psychology*, 11th ed (2015). ISBN-10: 1464140812 / ISBN-13: 9781464140815

**Note:** The digital textbook is preferred.

### ***Materials***

There are no required materials for this course.

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](https://www.adobe.com/))
- Audio and video capabilities (for watching/listening to course content)

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor

- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## Coursework

The graded assignments within each unit are formative in nature. This means that they are designed to assist you in applying and demonstrating the unit concepts, as well as identifying areas in which you need additional review. You may use all the unit's learning activities to assist you as you complete the graded assignments.

## Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

All course work will be completed in the Apex system (quizzes, discussions, practice assignments, journals, etc.). When submitting a Practice Assignment, you will submit it through the **Apex system > Messages > New Message** tool and choose your instructor. This will be the place where you upload file attachments showing your work on the assignment. Your instructor will receive the assignment submission and grade it, then provide feedback that will be sent back to you through Apex messages.

## Course Organization

This course consists of six units and a final exam. Each unit contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each unit includes several activities that present content knowledge. Each unit also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

*continued →*

## Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the units and complete assignments, more will unlock for you.

Unit	Topic	Approximate Time for Completion
<b>Unit 1</b>	History and Perspectives of Psychology	Three weeks
Lesson 1	History and Perspectives of Psychology	
Lesson 2	Research Methods	
Lesson 3	Basic Statistics	
Lesson 4	Wrap-Up	
<b>Unit 2</b>	Perception and Consciousness	Three weeks
Lesson 1	The Nervous and Endocrine Systems	
Lesson 2	Genetic Influences	
Lesson 3	Sensation and Perception	
Lesson 4	Consciousness	
Lesson 5	Wrap-Up	
<b>Unit 3</b>	Thinking and Feeling	Four weeks
Lesson 1	Classical and Operant Conditioning	
Lesson 2	Cognitive and Social Approaches to Learning	
Lesson 3	Memory	
Lesson 4	Cognition Problem Solving and Creativity	
Lesson 5	Language	
Lesson 6	Motivation and Emotions	
Lesson 7	Stress Health and Coping	
Lesson 8	Wrap-Up	
<b>Unit 4</b>	Development Testing and Individual Differences	Three weeks
Lesson 1	Studying Child Development	

Unit	Topic	Approximate Time for Completion
Lesson 2	Major Theories of Human Development	
Lesson 3	Personality	
Lesson 4	Testing and Individual Differences	
Lesson 5	Wrap-Up	
<b>Unit 5</b>	Abnormal Psychology and Social Psychology	Three weeks
Lesson 1	Abnormal Psychology	
Lesson 2	Treatments	
Lesson 3	Attitudes and Social-Cognitive Theories	
Lesson 4	Groups and Intergroup Relations	
Lesson 5	Wrap-Up	
<b>Unit 6</b>	Course Review and Practice AP Exam	One week
Lesson 1	Course Review	
<b>Final Exam</b>	Units 1-6	

## Assignment Schedule

(\*) indicate that these are summative assessments for the course.

Unit	Weeks	Assignments
<b>1</b>	1-3	1.1.3 Discuss: Getting Acquainted 1.1.8 Practice: Identifying Perspectives in Psychology 1.1.9 Quiz: Comprehension Check 1.2.8 Discuss: Evaluating Research Design and Ethics 1.2.9 Practice: Evaluating Scientific Information 1.2.11 Discuss: Should Animals Be Used in Research? 1.2.12 Quiz: Comprehension Check 1.3.6 Quiz: Comprehension Check *1.4.3 Test (CST): History and Perspectives of Psychology
<b>2</b>	4-6	2.1.9 Practice: Brain Biology 2.1.10 Quiz: Comprehension Check 2.2.3 Discuss: Nature or Nurture? 2.2.4 Quiz: Comprehension Check

Unit	Weeks	Assignments
		2.3.8 Discuss: Extrasensory Perception 2.3.10 Quiz: Comprehension Check 2.4.4 Discuss: Sleep 2.4.5 Practice: Stages of Sleep 2.4.10 Quiz: Comprehension Check *2.5.2 Test (CST): Perception and Consciousness
<b>3</b>	7-10	3.1.5 Discuss: Conditioning 3.1.6 Quiz: Comprehension Check 3.2.2 Practice: How Do We Teach Our Children? 3.2.3 Quiz: Comprehension Check 3.3.5 Discuss: Mnemonic Devices 3.3.6 Practice: Memory Practice 3.3.7 Quiz: Comprehension Check 3.4.5 Quiz: Comprehension Check 3.5.3 Discuss: Do Animals Think? 3.5.4 Quiz: Comprehension Check 3.6.5 Discuss: Achievement 3.6.8 Quiz: Comprehension Check 3.7.4 Quiz: Comprehension Check *3.8.2 Test (CST): Thinking and Feeling
<b>4</b>	11-13	4.1.3 Practice: Developmental Timeline 4.1.4 Quiz: Comprehension Check 4.2.3 Discuss: Attachment 4.2.5 Quiz: Comprehension Check 4.3.5 Practice: Theories of Personality 4.3.8 Discuss: Personality 4.3.9 Quiz: Comprehension Check 4.4.4 Discuss: Intelligence 4.4.6 Practice: Looking at Cultural Bias in I.Q. Testing 4.4.7 Quiz: Comprehension Check *4.5.2 Test (CST): Development Testing and Individual Differences
<b>5</b>	14-16	5.1.3 Discuss: Psychological Disorders 5.1.6 Practice: Diagnosing Psychological Disorders 5.1.8 Quiz: Comprehension Check 5.2.4 Practice: Therapy and Treatment 5.2.6 Quiz: Comprehension Check 5.3.4 Discuss: Social Psychology 5.3.7 Quiz: Comprehension Check 5.4.5 Discuss: Television and Aggression

Unit	Weeks	Assignments
		5.4.6 Quiz: Comprehension Check *5.5.2 Test (CST): Abnormal Psychology and Social Psychology
6	17	6.2.1 Exam: Final Course Exam
		<b>6.2.2 Final Exam: Final Course Exam</b>

## Course Detailed Description

### UNIT 1: HISTORY AND PERSPECTIVES OF PSYCHOLOGY

#### LESSON 1: HISTORY AND PERSPECTIVES OF PSYCHOLOGY

##### 1.1.1 Study: Development of Psychology as a Science

Learn about the development of psychology from early philosophy to modern science.

*Duration: 30 mins*

##### 1.1.2 Explore: What Do You Know about Psychology? A Common Sense Test

Take a quick quiz to test your knowledge in the field of psychology.

*Duration: 15 mins*

##### 1.1.3 Discuss: Getting Acquainted

Introduce yourself to students and instructor. Share information about yourself, your school, and your interest in psychology

*Duration: 30 mins; Scoring: 10 points*

##### 1.1.4 Study: Modern Perspectives in Psychology

Learn about eight of the most common perspectives in modern psychology.

*Duration: 30 mins*

##### 1.1.5 Practice: Comprehension Check

Answer questions to assess your understanding of the history and perspectives of psychology.

*Duration: 10 mins*

##### 1.1.6 Study: Fields in Psychology

Learn about psychologists, psychiatrists, and counselors.

*Duration: 30 mins*

##### 1.1.7 Practice: Careers in Psychology

Match various psychology career titles to their activities.

*Duration: 1 hr 30 mins*

##### 1.1.8 Practice: Identifying Perspectives in Psychology

Read and sort various scenarios into the corresponding psychological perspectives they represent.

*Duration: 1 hr; Scoring: 30 points*

##### 1.1.9 Quiz: Comprehension Check

Answer questions to assess your understanding of the history and perspectives of psychology.

*Duration: 20 mins; Scoring: 10 points*

#### LESSON 2: RESEARCH METHODS

##### 1.2.1 Study: Introduction to Psychological Research

Get some explanations regarding the world of psychological research.

*Duration: 30 mins*

### **1.2.2 Explore: Why Learn about Psychological Research? An Introduction**

Learn the key elements of how research should be conducted and designed so that you can better evaluate reports that may seem confusing.

*Duration: 30 mins*

### **1.2.3 Study: Observational Studies**

Learn about surveys and other types of information-gathering studies where the researcher does not exert control over the subjects.

*Duration: 30 mins*

### **1.2.4 Study: Experiments**

Learn about studies where the researcher exerts control over the subjects and observes how they react.

*Duration: 30 mins*

### **1.2.5 Study: Hypothesis Testing**

Learn how science answers important 'yes or no' questions.

*Duration: 30 mins*

### **1.2.6 Explore: Hypothesis Testing in Current Research**

Explore current research that uses hypothesis testing.

*Duration: 1 hr*

### **1.2.7 Study: Correlational Research**

Learn how to analyze the relationship between two variables such as TV watching and grades.

*Duration: 30 mins*

### **1.2.8 Discuss: Evaluating Research Design and Ethics**

Evaluate the research design and ethical standards of several research proposals.

*Duration: 30 mins; Scoring: 10 points*

### **1.2.9 Practice: Evaluating Scientific Information**

Using two different sources, one credible and one noncredible, evaluate the research design of each resource.

*Duration: 1 hr; Scoring: 30 points*

### **1.2.10 Practice: Comprehension Check**

See how much you know about basic research methods in psychology.

*Duration: 10 mins*

### **1.2.11 Discuss: Should Animals Be Used in Research?**

Share views and explore the pros and cons of animal research and experimentation in psychology.

*Duration: 30 mins; Scoring: 10 points*

### **1.2.12 Quiz: Comprehension Check**

Answer questions to assess your understanding of research methods in psychology.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 3: BASIC STATISTICS**

### **1.3.1 Study: Basic Statistics**

Learn basic measures of central tendency (averages) and variation (standard deviation).

*Duration: 30 mins*

### **1.3.2 Study: The Normal Distribution z-Scores and Percentiles**

Learn how the common 'bell curve' is used to determine probabilities and percentiles.



*Duration: 30 mins*

### **1.3.3 Practice: Descriptive Statistics**

Practice what you have learned about descriptive statistics. (Additional Practice)

*Duration: 30 mins*

### **1.3.4 Practice: Basic Statistics**

Calculate, organize and identify basic statistical data.

*Duration: 30 mins*

### **1.3.5 Practice: Comprehension Check**

Answer questions to assess your understanding of basic statistics.

*Duration: 10 mins*

### **1.3.6 Quiz: Comprehension Check**

Answer questions to assess your understanding of basic statistics.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 4: HISTORY AND PERSPECTIVES OF PSYCHOLOGY WRAP-UP**

### **1.4.1 Review: History and Perspectives of Psychology**

Review the material to prepare for the test.

*Duration: 3 hrs*

### **1.4.2 Review: Advanced Placement Essay Writing**

Write Advanced Placement Essays

*Duration: 20 mins*

### **1.4.3 Test (CST): History and Perspectives of Psychology**

Take a test to assess your understanding of the content.

*Duration: 20 mins; Scoring: 40 points*

## **UNIT 2: PERCEPTION AND CONSCIOUSNESS**

### **LESSON 1: THE NERVOUS AND ENDOCRINE SYSTEMS**

#### **2.1.1 Study: Organization of the Nervous System**

Learn about the main components of the human nervous system and how they work together.

*Duration: 30 mins*

#### **2.1.2 Study: A Tour of the Brain**

Learn about the most complicated system in the known universe.

*Duration: 30 mins*

#### **2.1.3 Explore: Hemisphere Specialization**

Learn more about brain function and hemisphere specialization.

*Duration: 30 mins*

#### **2.1.4 Study: Methods for Studying the Brain**

Learn about the amazing tools that have given rise to exciting new discoveries about the brain.

*Duration: 30 mins*

#### **2.1.5 Practice: Neuron Activity**

Label the structures of a neuron and complete the accompanying fill-in-the blank activity.

*Duration: 15 mins*

#### **2.1.6 Practice: Comprehension Check**

Answer questions to assess your understanding of the nervous system, the neuron basic brain structures and their functions, and how scientists study the human brain.

*Duration: 10 mins*

### **2.1.7 Study: The Endocrine System**

Learn about the system of hormones and glands that affects emotions and important processes such as growth.

*Duration: 30 mins*

### **2.1.8 Explore: Sheep Brain Dissection**

Learn about brain structures and functions by exploring a sheep's brain which is so similar to our own.

*Duration: 30 mins*

### **2.1.9 Practice: Brain Biology**

Create a brain model that displays the various brain structures and outlines their various functions.

*Duration: 1 hr; Scoring: 30 points*

### **2.1.10 Quiz: Comprehension Check**

Answer questions to assess your understanding of the nervous and endocrine systems

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 2: GENETIC INFLUENCES**

### **2.2.1 Study: Genetics and Genetic Diseases**

Learn the basics of genes chromosomes and how they affect behavior.

*Duration: 30 mins*

### **2.2.2 Study: Nature-Nurture and Twin Studies**

Learn more how genes and the environment affect our behavior.

*Duration: 30 mins*

### **2.2.3 Discuss: Nature or Nurture?**

Explore the topic of nature vs. nurture. Use concrete examples to support your view on how environmental or biological factors affect who and what we are.

*Duration: 30 mins; Scoring: 10 points*

### **2.2.4 Quiz: Comprehension Check**

Answer questions to assess your understanding of genetic influences.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 3: SENSATION AND PERCEPTION**

### **2.3.1 Study: Sensation**

Learn how our sense organs take in information from the environment.

*Duration: 30 mins*

### **2.3.2 Study: Theories of Vision and Hearing**

Learn details about how our eyes and ears work.

*Duration: 30 mins*

### **2.3.3 Explore: Theories of Taste Smell and Position**

Explore research and details about how we sense tastes and smells.

*Duration: 1 hr 30 mins*

### **2.3.4 Explore: Senses of Touch Position and Balance**

Explore research and details about the sense of touch position and balance.

*Duration: 1 hr 30 mins*

### **2.3.5 Explore: Fun with Your Senses**

A fun interactive that teaches you about senses.

*Duration: 30 mins*

### **2.3.6 Study: Perception**

Learn how the brain organizes and interprets information from sense organs.

*Duration: 30 mins*

### **2.3.7 Explore: Perception and Optical Illusions**

Explore the connection between perceptual expectations and optical illusions.

*Duration: 1 hr*

### **2.3.8 Discuss: Extrasensory Perception**

Share your view and provide specific examples to support your opinion about whether or not you believe in the existence of ESP.

*Duration: 30 mins; Scoring: 10 points*

### **2.3.9 Explore: Sensation and Perception Jeopardy**

Check your understanding of Sensation & Perception with an on-line Jeopardy game.

*Duration: 30 mins*

### **2.3.10 Quiz: Comprehension Check**

Answer questions to assess your understanding of sensation and perception.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 4: CONSCIOUSNESS**

### **2.4.1 Explore: Theories of Consciousness**

Explore different views on what it means to be conscious.

*Duration: 1 hr 30 mins*

### **2.4.2 Study: Sleep and Dreaming**

Learn about the stages of sleep and some popular theories about dreaming.

*Duration: 30 mins*

### **2.4.3 Explore: Sleep Inventory and Tips for Sleeping Well**

Take a sleep inventory to assess the quality of your sleep and then visit a website for tips on sleeping well.

*Duration: 30 mins*

### **2.4.4 Discuss: Sleep**

Discuss which sleep disorder you think would be the hardest with which to cope. Expand your discussion to also talk about the effect of getting too much or too little sleep on your waking life.

*Duration: 30 mins; Scoring: 10 points*

### **2.4.5 Practice: Stages of Sleep**

Discuss the characteristics of the four stages of sleep and explain the distinguishing characteristics of REM and non-REM sleep.

*Duration: 1 hr; Scoring: 30 points*

### **2.4.6 Explore: Dream Interpretation**

Keep a dream journal for a night then go on-line to examine its possible latent and manifest content.

*Duration: 1 hr 30 mins*

### **2.4.7 Study: Hypnosis**

Learn what hypnosis is and how it's used.

*Duration: 30 mins*

#### **2.4.8 Practice: Comprehension Check**

Answer questions to assess your understanding of sleep and hypnosis.

*Duration: 10 mins*

#### **2.4.9 Study: Psychoactive Drugs**

Learn the major classes of drugs and what they do.

*Duration: 30 mins*

#### **2.4.10 Quiz: Comprehension Check**

Answer questions to assess your understanding of consciousness.

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 5: PERCEPTION AND CONSCIOUSNESS WRAP-UP**

#### **2.5.1 Review: Perception and Consciousness**

Review the material to prepare for the test.

*Duration: 3 hrs*

#### **2.5.2 Test (CST): Perception and Consciousness**

Take a test to assess your understanding of the content.

*Duration: 20 mins; Scoring: 40 points*

## **UNIT 3: THINKING AND FEELING**

### **LESSON 1 OVERVIEW: CLASSICAL AND OPERANT CONDITIONING**

#### **3.1.1 Study: Classical Conditioning**

Learn about the famous experiments with salivating dogs and how a stimulus can become paired with a response.

*Duration: 30 mins*

#### **3.1.2 Explore: Little Albert and the Classical Conditioning of a Phobia**

Explore a classic and controversial experiment about classical conditioning in human babies.

*Duration: 1 hr 30 mins*

#### **3.1.3 Study: Operant Conditioning**

Learn how rewards and punishments can be used to shape behavior.

*Duration: 30 mins*

#### **3.1.4 Practice: Comprehension Check**

Answer questions to assess your understanding of operant conditioning.

*Duration: 10 mins*

#### **3.1.5 Discuss: Conditioning**

Using your knowledge of classical and operant conditioning, discuss how phobias develop and how they can be treated.

*Duration: 30 mins; Scoring: 10 points*

#### **3.1.6 Quiz: Comprehension Check**

Answer questions to assess your understanding of classical and operant conditioning

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 2: COGNITIVE AND SOCIAL APPROACHES TO LEARNING**

#### **3.2.1 Study: Cognitive and Social Approaches to Learning**

Explore some modern theories about how humans learn through problem-solving and working in groups.

*Duration: 30 mins*

### **3.2.2 Practice: How Do We Teach Our Children?**

Use personal examples and supporting content to explain how your parents have used classical conditioning, operant conditioning, and social learning to shape your behavior.

*Duration: 1 hr; Scoring: 30 points*

### **3.2.3 Quiz: Comprehension Check**

Answer questions to assess your understanding of cognitive and social approaches to learning.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 3: MEMORY**

### **3.3.1 Study: Memory**

Learn about the mechanisms behind memory.

*Duration: 30 mins*

### **3.3.2 Explore: Testing Memory**

Try some activities to test your memory and learn some things you can try to improve it.

*Duration: 30 mins*

### **3.3.3 Study: Forgetting**

Identify examples of retroactive and proactive interference, and retrograde and anterograde amnesia.

*Duration: 1 hr*

### **3.3.4 Explore: Mnemonic Devices**

Learn how to use mnemonic devices to improve your recall of content.

*Duration: 30 mins*

### **3.3.5 Discuss: Mnemonic Devices**

Use what you have learned in this lesson to explain how mnemonic devices can be used to improve study time and rate of retention. Give an example of a mnemonic device you created for this unit.

*Duration: 30 mins; Scoring: 10 points*

### **3.3.6 Practice: Memory Practice**

Review the “Encoding,” “Storage,” and “Memory Construction” sections in chapter 9 of your textbook.

*Duration: 1 hr; Scoring: 30 points*

### **3.3.7 Quiz: Comprehension Check**

Answer questions to assess your understanding of memory.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 4: COGNITION PROBLEM SOLVING AND CREATIVITY**

### **3.4.1 Study: Cognition**

Learn some theories about how we think.

*Duration: 30 mins*

### **3.4.2 Study: Problem Solving and Creativity**

Learn how problem-solving and creativity have been defined and studied.

*Duration: 30 mins*

### **3.4.3 Practice: Comprehension Check**

Answer questions to assess your understanding of cognition problem solving and creativity.

*Duration: 10 mins*

#### **3.4.4 Practice: Making Decisions and Forming Judgments**

Students will distinguish between availability and representative heuristics, framing, and schemas.

*Duration: 1 hr*

#### **3.4.5 Quiz: Comprehension Check**

Answer questions to assess your understanding of cognition, problem solving, and creativity.

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 5: LANGUAGE**

#### **3.5.1 Study: Language Development**

Learn how people acquire and use language.

*Duration: 30 mins*

#### **3.5.2 Explore: Case Study: Genie the Wild Child**

Examine a historical case study of a child raised in isolation.

*Duration: 30 mins*

#### **3.5.3 Discuss: Do Animals Think?**

Use concrete examples to support your opinion about whether you believe animals are self-aware and whether they use language.

*Duration: 30 mins; Scoring: 10 points*

#### **3.5.4 Quiz: Comprehension Check**

Answer questions to assess your understanding of language.

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 6: MOTIVATION AND EMOTIONS**

#### **3.6.1 Study: Overview of Motivation**

Learn some important theories about motivation including how it can be driven by biological needs.

*Duration: 30 mins*

#### **3.6.2 Study: Motivation of Hunger and Sex**

Learn about two basic human drives.

*Duration: 30 mins*

#### **3.6.3 Study: Overview of Emotions**

Learn some important theories about how emotions are triggered and created.

*Duration: 30 mins*

#### **3.6.4 Explore: Facial Expressions**

Explore the role of facial expressions in emotion.

*Duration: 1 hr 30 mins*

#### **3.6.5 Discuss: Achievement**

Using your knowledge of achievement, discuss what you would do as a coach or boss to motivate players or employees to achieve more.

*Duration: 30 mins; Scoring: 10 points*

#### **3.6.6 Practice: Theories of Emotion**

Student will read a series of scenarios and determine the matching theory of emotion.

*Duration: 1 hr*

#### **3.6.7 Practice: Comprehension Check**

Check your understanding of motivation and emotion.

*Duration: 10 mins*

### **3.6.8 Quiz: Comprehension Check**

Answer questions to assess your understanding of motivation and emotion.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 7: STRESS HEALTH AND COPING**

### **3.7.1 Study: Stress Health and Coping**

Learn theories about how people respond to stress and how to better cope with it.

*Duration: 30 mins*

### **3.7.2 Explore: Measuring Your Stress Level**

Take an on-line evaluation of your current stress level.

*Duration: 15 mins*

### **3.7.3 Practice: Comprehension Check**

Answer questions to assess your understanding of health, stress, and coping.

*Duration: 10 mins*

### **3.7.4 Quiz: Comprehension Check**

Answer questions to assess your understanding of stress, health, and coping.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 8: THINKING AND FEELING WRAP-UP**

### **3.8.1 Review: Thinking and Feeling**

Review material to prepare for the test.

*Duration: 3 hrs*

### **3.8.2 Test (CST): Thinking and Feeling**

Take a test to assess your understanding of the content.

*Duration: 20 mins; Scoring: 40 points*

## **UNIT 4: DEVELOPMENT TESTING AND INDIVIDUAL DIFFERENCES**

### **LESSON 1: STUDYING CHILD DEVELOPMENT**

#### **4.1.1 Study: Dimensions of Development**

Learn the main dimensions of development including physical cognitive and moral.

*Duration: 30 mins*

#### **4.1.2 Study: Developmental Research**

Learn the complex problems and ingenious solutions for studying how people change over time.

*Duration: 30 mins*

#### **4.1.3 Practice: Developmental Timeline**

Create a timeline that outlines key cognitive, social, and moral developmental stages.

*Duration: 1 hr; Scoring: 30 points*

#### **4.1.4 Quiz: Comprehension Check**

Answer questions to assess your understanding of child development.

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 2: MAJOR THEORIES OF HUMAN DEVELOPMENT**

#### **4.2.1 Study: A Survey of Perspectives and Theories of Development**

Learn about some of the most important theories about how people develop.

*Duration: 30 mins*

#### **4.2.2 Explore: Parenting Styles**

Explore different styles of parenting.

*Duration: 1 hr 30 mins*

#### **4.2.3 Discuss: Attachment**

Discuss how attachment and different parenting styles affect human development.

*Duration: 30 mins; Scoring: 10 points*

#### **4.2.4 Practice: Comprehension Check**

Answer questions to assess your understanding of theories of development.

*Duration: 10 mins*

#### **4.2.5 Quiz: Comprehension Check**

Answer questions to assess your understanding of the theories of human development.

*Duration: 20 mins; Scoring: 10 points*

### **LESSON 3: PERSONALITY**

#### **4.3.1 Study: Psychodynamic Theories of Development**

Learn theories about the role of unconscious conflicts in development.

*Duration: 30 mins*

#### **4.3.2 Study: Psychoanalytic Perspectives on Personality**

Learn about perspectives on personality that stem from ideas about the unconscious.

*Duration: 30 mins*

#### **4.3.3 Practice: The Id, Ego, and Superego**

Use the on-line activity to develop a mastery of key terms and ideas about psychoanalytic personality theory.

*Duration: 30 mins*

#### **4.3.4 Study: Other Perspectives on Personality**

Learn personality from cognitive, humanist, and social perspectives.

*Duration: 30 mins*

#### **4.3.5 Practice: Theories of Personality**

Explain how the various theories of personality account for an introverted or extroverted personality.

*Duration: 1 hr; Scoring: 30 points*

#### **4.3.6 Explore: Personality Testing**

Visit designated website to take an on-line personality assessment (Myers-Briggs).

*Duration: 30 mins*

#### **4.3.7 Practice: Comprehension Check**

Answer questions to assess your understanding of personality.

*Duration: 10 mins*

#### **4.3.8 Discuss: Personality**

Discuss two theories of personality that you feel best explain the development of your personality.

*Duration: 30 mins; Scoring: 10 points*

#### **4.3.9 Quiz: Comprehension Check**

Answer questions to assess your understanding of personality.

*Duration: 20 mins; Scoring: 10 points*



## **LESSON 4: TESTING AND INDIVIDUAL DIFFERENCES**

### **4.4.1 Study: How Tests Are Created and Used**

Learn about how tests can be used and how they're designed to be as accurate and valid as possible.

*Duration: 30 mins*

### **4.4.2 Study: Common Types of Psychometric Tests**

Learn about tests for intelligence personality and other traits.

*Duration: 30 mins*

### **4.4.3 Explore: Howard Gardner: The World of Multiple Intelligences**

Discover your multiple intelligences profile.

*Duration: 1 hr 30 mins*

### **4.4.4 Discuss: Intelligence**

Apply what you have learned about intelligence to answer one of these questions using examples to support your opinion. Is there a difference between men and woman? Is intelligence a measure of innate ability or simply hard intellectual work? Is intelligence determined at birth or is it something in our lives that we can improve or change?

*Duration: 30 mins; Scoring: 10 points*

### **4.4.5 Practice: Theories of Intelligence**

Match descriptions to their corresponding theories of intelligence.

*Duration: 1 hr*

### **4.4.6 Practice: Looking at Cultural Bias in I.Q. Testing**

Are some students really "smarter" than others, or does culture give some students an unfair advantage in testing?

*Duration: 1 hr; Scoring: 30 points*

### **4.4.7 Quiz: Comprehension Check**

Answer questions to assess your understanding of testing and individual differences.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 5: DEVELOPMENT TESTING AND INDIVIDUAL DIFFERENCES WRAP-UP**

### **4.5.1 Review: Development Testing and Individual Differences**

Review the material to prepare for the test.

*Duration: 3 hrs*

### **4.5.2 Test (CST): Development Testing and Individual Differences**

Take a test to assess your understanding of the content.

*Duration: 25 mins; Scoring: 50 points*

## **UNIT 5: ABNORMAL PSYCHOLOGY AND SOCIAL PSYCHOLOGY**

### **LESSON 1: ABNORMAL PSYCHOLOGY**

#### **5.1.1 Study: Overview of Abnormal Psychology**

Learn how labels such as 'mentally' ill are applied and misapplied.

*Duration: 30 mins*

#### **5.1.2 Study: Major Categories of Disorders**

Learn how the Diagnostic and Statistical Manual categorizes disorders.

*Duration: 30 mins*

### **5.1.3 Discuss: Psychological Disorders**

Select a psychological disorder that you find intriguing. Discuss the symptoms of the disorder and explain why and how you find it interesting.

*Duration: 30 mins; Scoring: 10 points*

### **5.1.4 Study: Diagnosing Disorders**

Practice diagnosing disorders according to how they're defined in the Diagnostic and Statistical Manual.

*Duration: 30 mins*

### **5.1.5 Explore: The Puzzle of Diagnosis**

Examine several cases and diagnose the psychological disorder.

*Duration: 30 mins*

### **5.1.6 Practice: Diagnosing Psychological Disorders**

Examine a set of five case studies and give a diagnosis and explanation of the possible psychological disorder based on the symptoms described.

*Duration: 1 hr; Scoring: 30 points*

### **5.1.7 Practice: Comprehension Check**

Answer questions to assess your understanding of psychological disorders.

*Duration: 10 mins*

### **5.1.8 Quiz: Comprehension Check**

Answer questions to assess your understanding of abnormal psychology.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 2: TREATMENTS**

### **5.2.1 Study: Types of Therapies and Therapists**

Learn about different approaches taken by therapists.

*Duration: 30 mins*

### **5.2.2 Explore: Pharmacological Approaches to Treatment**

Learn how prescription medications are used to treat mental illness.

*Duration: 1 hr 30 mins*

### **5.2.3 Explore: Rogerian Therapy**

Experience a short Rogerian therapy session.

*Duration: 30 mins*

### **5.2.4 Practice: Therapy and Treatment**

Explain the differences between various treatment and therapy techniques.

*Duration: 1 hr; Scoring: 30 points*

### **5.2.5 Practice: Comprehension Check**

Answer questions to assess your understanding of treatments.

*Duration: 10 mins*

### **5.2.6 Quiz: Comprehension Check**

Answer questions to assess your understanding of treatments and therapies.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 3: ATTITUDES AND SOCIAL-COGNITIVE THEORIES**

### **5.3.1 Study: Attitudes and Social-Cognitive Theories**

Learn how people's attitudes and thoughts affect their social behavior.

*Duration: 30 mins*

### **5.3.2 Explore: Examine the Zimbardo Prison Study on the Power of Roles**

Examine Zimbardo's historical case study to discover the power of roles and whether it explains the Iraqi prisoner abuse.

*Duration: 1 hr*

### **5.3.3 Explore: Famous Studies in Social Psychology**

Explore famous studies about group influence on individual behavior.

*Duration: 1 hr 30 mins*

### **5.3.4 Discuss: Social Psychology**

Provide a real life example you have witnessed to support or refute the findings of one of the studies of the prominent researchers in Social Psychology.

*Duration: 30 mins; Scoring: 10 points*

### **5.3.5 Practice: Comprehension Check**

Answer questions to assess your understanding of attitudes and social-cognitive theories.

*Duration: 10 mins*

### **5.3.6 Study: Friendliness Friendship and Love**

Learn more about what brings people together and prompts them to help each other.

*Duration: 30 mins*

### **5.3.7 Quiz: Comprehension Check**

Answer questions to assess your understanding of attitudes and Social-Cognitive theories.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 4: GROUPS AND INTERGROUP RELATIONS**

### **5.4.1 Study: Concepts in Groups and Intergroup Relations**

Learn about a basic concept in social psychology: the group. Learn important ideas and theories about how groups behave and interact.

*Duration: 30 mins*

### **5.4.2 Study: Contact Theory**

Learn how contact between individuals in different groups can increase understanding and cooperation.

*Duration: 30 mins*

### **5.4.3 Explore: Prisoner Dilemma: A Problem of Cooperation vs. Competition**

Explore the effect of cooperation and competition on individual decision making.

*Duration: 30 mins*

### **5.4.4 Explore: Dissonance Theory Persuasion and Consumer Behavior**

Use commercials or print advertisement to examine how advertisers entice you to purchase their products.

*Duration: 30 mins*

### **5.4.5 Discuss: Television and Aggression**

Discuss whether violence shown on TV and/or video games creates or releases aggression in teens.

*Duration: 1 hr; Scoring: 10 points*

### **5.4.6 Quiz: Comprehension Check**

Answer questions to assess your understanding of groups and intergroup relations.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 5: ABNORMAL PSYCHOLOGY AND SOCIAL PSYCHOLOGY WRAP-UP**

### **5.5.1 Review: Abnormal Psychology and Social Psychology**

Review the material to prepare for the test.

*Duration: 3 hrs*

### **5.5.2 Test (CST): Abnormal Psychology and Social Psychology**

Take a test to assess your understanding of the content.

*Duration: 25 mins; Scoring: 50 points*

## **UNIT 6: COURSE REVIEW AND EXAM**

### **LESSON 1: COURSE REVIEW**

#### **6.1.1 Review: Myers Review Materials**

Review the material you studied in this course and get a refresher on how to write a good exam essay.

*Duration: 6 hrs*

### **LESSON 2: FINAL COURSE EXAM**

#### **6.2.1 Exam: Final Course Exam**

Take the Test

*Duration: 1 hr 15 mins; Scoring: 150 points*

#### **6.2.2 Final Exam: Final Course Exam**

Take the Test

*Duration: 45 mins; Scoring: 40 points*

## **Course Credit**

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

## **Summative Assessments**

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course. The summative assessments for this course are as follows:

- Unit Tests (**20% of Course Grade**)
- Final Exam (**30% of Course Grade**)

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.
- Apex Messages will be used for submitting assignments that your instructor must grade.

## Technical Difficulties

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.