

PSY 105.1 Foundations of Psychology Syllabus

Purpose: The purpose of this course is to help students develop an understanding of core concepts in the field of psychology.

Recommended Textbook: The recommended textbook for this course is *Introduction to Psychology: Gateways to Mind and Behavior*, 16th edition. The authors are Dennis Coon, John O. Mitterer, and Tanya S. Martini. © 2022 Cengage Learning. The book is available through a number of retailers for purchase or rent. It is included in the Cengage Unlimited program.



Structure: This module is one of three that constitute the PSY 105 General Psychology course. Students who wish to earn three credits in this subject area must also take:

PSY 105.2 Learning, Emotion, and Personality

PSY 105.3 Well-being and Psychological Disorders

This module has several Areas of Study each of which corresponds to a chapter of the recommended textbook. Modules should normally be completed in about four weeks. Some students will go faster and others will find that a little more time is needed. Either approach is acceptable in that you are the one who can best determine your learning style and time available for study. However, the module must be completed within 45 days.

Learning Platform: The module is constructed on Mindtap. We suggest that you follow the sequence provided but you are certainly free to proceed in whatever manner you prefer. However, there are certain activities in every chapter that are marked Count Towards Grade. You need to complete all of these.

Mindtap also provides a number of learning aids such as flashcards, a note taking program, a textbook reader, and so on. Please consider using any or all of these aids which can help you learn and master the course material.

Module Completion: Completion of this module will include a written assignment (described below) and the successful completion of an exam.

Attendance

In order to be successful in an online course, it is important to log in regularly to ensure comprehension of the content and complete the necessary work in the allotted time. While attending a live session is not required for an asynchronous (independent study) module, it is recommended that you make an effort to attend discussion sessions led by the instructor and/or make use of online office hours offered by the instructor.

Approximate Time Required

Depending on student study habits, a typical module will take approximately 40 hours to complete (roughly 10 hours per week). Generally, 15 hours will be spent on academic engagement, such as videos and course lectures, quizzes and interactive exercises, reviewing recommended websites, online discussions, and the module exam. Another 25 hours will be spent in preparation, such as reading the textbook, reviewing the vocabulary, studying for quizzes and exams, and completing the course objectives written project.

How to Take this Module

This module can be taken as independent study or as part of an instructor led class which will be available from time to time. We have provided extensive resources to help you master this subject. The resources include your textbook and a variety of study aids and materials. In addition, the faculty member who help design this course has prepared short lectures to help you understand the concepts presented in your reading. So, read the textbook, listen to or watch the presentations, do the exercises included on the Mindtap platform, pay attention to the vocabulary, and take notes or highlight important material.

Like most courses you will take at Myrtle Beach College, the course requires a significant amount of writing. You are required to provide a written response to each of the learning objectives for every Area of Study. Number and write the learning objective first followed by your response. Responses do not need to be exhaustive but they do need to be thorough. Your written work will be reviewed by your proctor to ensure its completeness before you will be permitted to take the course exam.

Module Grading

Your participation and learning for this module will be evaluated in two ways. First, your active participation will be demonstrated by:

- (1) your completion of all of the learning activities identified as Counts Towards Grade on the Mindtap platform. These activities count towards your grade only in the sense that you must have a score of 80% on them before you can take the module exam. Since these learning activities can be done more than once you will not find it overly burdensome to reach the score you need to take the exam.
- (2) Your completion of written responses to all of the learning objectives.

There will be a 50 question online exam for this module with a 60 minute time limit. Exams may include multiple choice, true or false, completion, or short essay questions. The following grading scale is used for exams.

Less than 70% = **Incomplete** 70-79% = **C** 80-89% = **B** 90-100% = **A**

The grades from the exams in all three modules will be averaged together to determine your course grade. Grades are added to a student's academic record only when a course has been successfully completed with a grade of C or better. To ensure academic integrity, we require that all exams be taken in a secure manner as specified by the college. If a student receives a score lower than 70% on an exam, he or she may take it a second time. However, the course exam fee will need to be paid again.

Exams must be taken within a specific 24 hour period, usually on a Saturday about 45 days after the module start date. You will receive specific information about the exam window by email.

Academic Integrity Policy

Myrtle Beach College students are expected to maintain the highest standards of personal and academic honesty and integrity. This institution will not tolerate academic dishonesty, plagiarism or cheating on exams. Should a student be found in violation of the academic integrity policy, he or she may be prohibited from taking additional courses and, if dismissed from the college, his or her entire

academic record will carry a permanent notation of dismissal for academic dishonesty.

What We Will Cover and What You Will Learn

PSY 105.1.1 The Foundations of Psychology

1. Commonsense Psychology: Not Necessarily “Common” or “Sense”
 - (a) Science, Pseudoscience, and Superstition
2. What Psychologists Do
 - (a) Psychological Research
 - (b) Helping People
3. The History of Psychological Science: A Trip Through Time
 - (a) Introspection and Structuralism
 - (b) Gestalt Psychology
 - (c) Functionalism
 - (d) Behaviorism
 - (e) Psychoanalytic Psychology
 - (f) Cognitive Psychology
 - (g) Humanistic Psychology
4. Contemporary Psychological Science and the Biopsychosocial Model
 - (a) The Biological Perspective
 - (b) The Psychological Perspective
 - (c) The Social Perspective
 - (d) Putting the Three Perspectives Together
5. The Core Features of Psychological Science
 - (a) Psychology’s Goals
 - (b) Thinking Critically to Meet Psychology’s Goals
 - (c) Using the Scientific Method to Meet Psychology’s Goals
 - (d) Evidence to Address Psychology’s Goals: From Tests to Testosterone
6. Experimental Research: Where Cause Meets Effect
 - (a) Experimental Variables
 - (b) Experimental Groups and Random Assignment
 - (c) Evaluating Experimental Results
 - (d) Potential Problems with Experiments
7. Nonexperimental Research: Losing (a Bit of) Control
 - (a) Quasi-Experiments
 - (b) Correlational Research
 - (c) Case Studies
 - (d) A Look Ahead
8. Psychology and Your Skill Set: Information Literacy
 - (a) Separating Fact from Fiction in the Media
 - (b) Summary
9. Gateways to the Foundations of Psychological Science

Learning Objectives: At the end of this area of study the students will be able to:

1. Explain why people fail to recognize that “commonsense” beliefs are often false.
2. Distinguish between superstition, pseudoscience, and science.
3. Name some areas in which psychological scientists do research.
4. Describe the work carried out by clinical and counseling psychologists.

5. Explain the method that Wundt and Titchener used to study conscious experience and the limitations of this method.
6. Explain the three perspectives that comprise the biopsychosocial model.
7. Explain the advantages of the biopsychosocial model for describing complex behavior.
8. Explain why early psychological research was prone to gender and culture bias.
9. Explain the goals of contemporary psychology.
10. Define critical thinking, and identify the five principles of critical thinking.
11. Outline the six steps of the scientific method.
12. Describe three types of data gathered by psychological scientists, including the challenges faced by psychologists who use them.
13. Differentiate between independent, dependent, and extraneous variables in an experiment.
14. Explain how experiments allow psychological scientists to make statements about cause and effect.
15. Outline how psychological scientists evaluate the results of an experiment.
16. Describe two problems associated with experiments, and how they can be controlled.
17. Differentiate between quasi-experiments and true experiments.
18. Explain what is meant by correlational research, and how the degree of association between two variables is assessed in correlational research.
19. Describe the conditions under which case studies are useful.
20. Name six ways that people can critically evaluate information found in the popular press and on social media.

PSY 105.1.2 Brain and Behavior

1. The Nervous System
 - (a) Branches of the Nervous System
 - (b) Neurons: The Building Blocks of the Nervous System
 - (c) How Neurons Work: Action Potentials
 - (d) Neuroplasticity and Neurogenesis
2. Brain Research
 - (a) Exploring Brain Structure
 - (b) Exploring Brain Function
3. The Cerebral Cortex
 - (a) The Cerebral Hemispheres
 - (b) Lobes of the Cerebral Cortex
4. The Subcortex and Endocrine System
 - (a) The Subcortex
 - (b) The Endocrine System
5. Psychology and Your Skill Set: Self-Regulation
 - (a) The Executive Living in Your Frontal Lobes
 - (b) From Marshmallows to Retirement Funds
 - (c) Improving Your Self-Regulation Skills
6. Gateways to Brain and Behavior

Learning Objectives: At the end of this area of study the students will be able to:

1. Outline the major divisions of the nervous system.
2. Identify the important parts of a neuron.
3. Describe how neurons operate and communicate with each other.

4. Distinguish between neuroplasticity and neurogenesis.
5. Identify three methods that scientists use to understand the structures of the brain.
6. Identify four methods that scientists use to understand the function of brain structures.
7. Explain how the left and right hemispheres of the cerebral cortex differ as a result of lateralization.
8. Name the four lobes of the cerebral cortex and describe their functions.
9. Name the three major regions of the subcortex, and the parts that make up each one.
10. Explain how the endocrine system works, and describe the action of four endocrine glands.
11. Define self-regulation and explain how it can help you in your personal and professional life.

PSY 105.1.3 Human Development

1. The Forces That Shape Development: Nature and Nurture
 - (a) Nature: The Effects of Genetics
 - (b) Nurture: The Effects of the Environment
 - (c) Epigenetics: Where Genes and Environment Meet
2. Physical and Perceptual Development
 - (a) Physical Development
 - (b) Perceptual Development
3. Emotional and Social Development
 - (a) Emotional Development
 - (b) Social Development
4. Language, Cognitive, and Moral Development
 - (a) Language Development
 - (b) Cognitive Development
 - (c) Moral Development
5. Psychology and Your Skill Set: Ethical Behavior
 - (a) Human Diversity and Moral Reasoning
 - (b) How to Promote Ethical Behavior
 - (c) The Last Word

Learning Objectives: At the end of this area of study the students will be able to:

1. Explain how genes impact human development.
2. Explain how the environment impacts human development.
3. Explain how epigenetic factors impact human development.
4. Describe key aspects of physical development across the lifespan.
5. Describe key aspects of perceptual development across the lifespan.
6. Describe key aspects of emotional development across the lifespan.
7. Describe key aspects of social development across the lifespan, including: (a) the eight psychosocial dilemmas described by Erikson, (b) the importance of temperament and attachment in childhood, (c) what is known about parenting styles, and how they differ across cultures, and (d) the characteristics of emerging adults' and older adults' social networks.
8. Describe key aspects of language development across the lifespan.
9. Describe key aspects of cognitive development across the lifespan, including: (a) the central ideas that underlie Piaget's theory of cognitive development, (b) the central ideas that underlie Vygotsky's theory of cognitive development, and (c) the focus of more recent research concerning cognitive development.
10. Describe key aspects of moral development across the lifespan, including Kohlberg's three

stages of moral development and Carol Gilligan's criticism of this theory.

PSY 105.1.4 Sensation, Attention, and Perception

1. Sensation
 - (a) Transduction: The Sense Organs' Primary Job
 - (b) Psychophysics: Measuring Sensory Impressions
 - (c) Selection: Four Ways to Reduce Sensory Overload
2. Vision
 - (a) Characteristics of Light: What the Eye Sees
 - (b) The Process of Accommodation in the Eye: Focus!
 - (c) The Process of Transduction in the Eye
 - (d) Theories of Color Vision
3. Hearing
 - (a) Characteristics of Sound: What the Ear Hears
 - (b) The Process of Transduction in the Ear
 - (c) Theories of Hearing Pitch
4. Chemical and Somesthetic Senses
 - (a) Smell
 - (b) Taste
 - (c) Touch
 - (d) The Kinesthetic and Vestibular Systems
 - (e) Sensation in Everyday Life: Motion Sickness
5. Attention
 - (a) Demonstrating the Limits of Attention: Multitasking
 - (b) Four Factors Influencing Selective Attention
 - (c) Attention in Everyday Life: Mind-Wandering
6. Perception
 - (a) Bottom-Up and Top-Down Processing
 - (b) Similarities and Differences in People's Perception
 - (c) Perception in Everyday Life: 3-D Vision
7. Psychology and Your Skill Set: Effective Communication
 - (a) Receiving Information: Reading and Listening
 - (b) Providing Information: Writing and Speaking
 - (c) What's the Best Communication Style?

Learning Objectives: At the end of this area of study the students will be able to:

1. Define sensation and transduction, and outline what happens in the sensory organs during transduction.
2. Distinguish between absolute threshold and difference threshold.
3. Identify four ways by which the senses reduce the amount of information sent to the brain.
4. Describe three characteristics of light that are processed by the eye.
5. Outline what is meant by accommodation in the eye, and the conditions that result from problems with accommodation.
6. Describe the process of transduction in the eye, and two problems associated with color vision.
7. Contrast the trichromatic and opponent-process theories of color vision.
8. Describe two characteristics of sound that are processed by the ear.
9. Describe the process of transduction in the ear, and two associated forms of hearing loss.

10. Contrast the frequency and place theory of hearing pitch.
11. Name and describe the two chemical senses and three somesthetic senses.
12. Define multimodal integration.
13. Explain what research on multitasking has indicated with respect to the limits of attention.
14. Identify four factors that influence whether we will pay attention to a stimulus.
15. Describe the positive and negative effects of mind-wandering.
16. Describe the relationship between sensation and perception.
17. Contrast bottom-up and top-down processing.
18. Explain how both sensory transduction and experience contribute to similarities and differences in perception.
19. Describe the effects of culture on the perception of the Müller-Lyer illusion.
20. Differentiate between monocular and binocular depth cues, giving examples of each.
21. Explain how depth cues are used in the world of art and by clinical psychologists using virtual reality to treat clients.
22. Distinguish between verbal and nonverbal communication.
23. Outline two verbal communication methods and two verbal communication points of view.

PSY 105.1.5 States of Consciousness

1. States of Consciousness—The Many Faces of Awareness
 - (a) Disorders of Consciousness
 - (b) Altered States of Consciousness
2. Hypnosis and Meditation: Relax ...
 - (a) Hypnosis
 - (b) Meditation
3. Sleep: The Nightly Roller Coaster
 - (a) Sleep Patterns
 - (b) The Stages of Sleep
 - (c) The Need for Sleep
 - (d) Dream Theories
 - (e) Sleep Troubles: Some Things That Go Wrong in the Night
4. Drug-Altered Consciousness: The High and Low of It
 - (a) Reasons for Drug Abuse
 - (b) Stimulants: Up, Up, and Away
 - (c) Depressants: Down and Out
 - (d) Hallucinogens: Tripping the Light Fantastic
5. Psychology and Your Skill Set: Metacognition
 - (a) Do You Know What You Don't Know?
 - (b) Thinking About Thinking

Learning Objectives: At the end of this area of study the students will be able to:

1. Define consciousness.
2. Distinguish between disordered states of consciousness and altered states of consciousness.
3. Describe how hypnosis works, distinguishing between state and nonstate theories of hypnosis.
4. Describe how meditation works, distinguishing between mindfulness and concentrative meditation.
5. Describe the typical pattern of sleeping and waking.
6. Describe NREM (non-REM) sleep, including its function and four stages.

7. Describe REM sleep and its function.
8. Explain why we need to sleep, and the consequences of not sleeping.
9. Name and briefly describe the three theories of dreaming.
10. Outline five sleep disorders.
11. Explain the action of a psychoactive drug, and distinguish between recreational and instrumental drug use.
12. Outline three reasons for drug abuse.
13. Name five common stimulants.
14. Name five common depressants.
15. Name two common hallucinogens.
16. Define metacognition and describe its three elements.

PSY 105.1.6 Conditioning and Learning

1. The Basics of Learning
 - (a) Types of Learning
2. Classical Conditioning: Pair Up!
 - (a) How Classical Conditioning Works
 - (b) Classical Conditioning in Everyday Life
3. Operant Conditioning: Shape Up!
 - (a) How Operant Conditioning Works
 - (b) Operant Conditioning in Everyday Life
4. Observational Learning: Watch It!
 - (a) How Observational Learning Works
 - (b) Observational Learning in Everyday Life
5. Cognitive Learning: Think!
 - (a) Bloom's Taxonomy: What We Learn and How We Learn It
 - (b) Factors That Influence Cognitive Learning
 - (c) Cognitive Learning in Everyday Life
6. Psychology and Your Skill Set: Behavioral Self-Management
 - (a) The Basics of Behavioral Self-Management

Learning Objectives: At the end of this area of study the students will be able to:

1. Define learning.
2. Outline four types of learning.
3. Define associative learning and identify two types of associative learning.
4. Explain how classical conditioning works.
5. Distinguish between extinction and spontaneous recovery.
6. Differentiate between stimulus generalization and stimulus discrimination.
7. Name four instances of classical conditioning in everyday life.
8. Explain how operant conditioning works, including how positive and negative reinforcement and punishment will impact the likelihood that a behavior will be repeated.
9. Distinguish between generalization and discrimination in operant conditioning.
10. Explain how shaping works.
11. Name three factors that impact the effectiveness of reinforcement and punishment.
12. Differentiate between continuous and partial schedules of reinforcement and name the four types of partial reinforcement schedules.
13. Contrast primary and secondary reinforcers.

14. Name two instances of operant conditioning in everyday life.
15. Name the three steps involved in observational learning.
16. Describe three characteristics of models we are most likely to imitate.
17. Explain the connection between observational learning and operant conditioning.
18. Name two instances of observational learning in everyday life.
19. Outline three reasons why exposure to violent media may be associated with later aggression among children and adolescents, and what the research actually says about this association.
20. Define cognitive learning, and name two groups of psychologists who are interested in cognitive learning.
21. Outline the two main dimensions of Bloom's taxonomy.
22. Describe four factors that affect cognitive learning.
23. Name some instances of cognitive learning in everyday life.
24. Name four strategies that can help you to change bad habits.
25. Distinguish between covert sensitization and covert reinforcement.