

PSY 105.2 Learning, Emotion, and Personality 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 105.1 Foundations of Psychology

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 105.2.1 Memory

1. A General Model of Memory
 - (a) Types of Memory
2. Sensory and Short-Term (Working) Memory
 - (a) Sensory Memory
 - (b) Short-Term (Working) Memory
3. Long-Term Memory
 - (a) Storage and Organization of Information in Long-Term Memory
 - (b) Types of Long-Term Memory
 - (c) Long-Term Memory and the Brain
 - (d) Why Long-Term Memory Matters (or, Why You Can't Just Google Everything)
4. Remembering and Forgetting
 - (a) Encoding Information into Long-Term Memory
 - (b) Retrieving Information from LTM
 - (c) Forgetting
5. The Accuracy of Long-Term Memory
 - (a) Remembering Something That Didn't Happen
 - (b) Explaining Inaccuracies in Memory
 - (c) Improving Eyewitnesses' Memory
6. Improving Your Memory
 - (a) Use Chunking to Organize Information
 - (b) Use Elaborative Rehearsal
 - (c) Use Spaced Practice
 - (d) Use Mental Images
 - (e) Consider Whole Versus Part Learning
 - (f) Beware of the Serial Position Effect!
 - (g) Overlearn
 - (h) Use Mnemonics
7. Psychology and Your Skill Set: Giving Memorable Presentations
 - (a) The Multimedia Principle
 - (b) Speak to Your Audience's Memory

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

1. Define memory.
2. Describe the types of memory and memory processes that are outlined in the Atkinson-Shiffrin model of memory.
3. Describe sensory memory, including its capacity and duration.
4. Describe short-term (working) memory, including its capacity and duration.
5. Explain what is meant by "chunking," and how it helps to expand the capacity of working memory.
6. Distinguish between rote rehearsal (rote learning) and elaborative rehearsal (elaborative encoding).
7. Describe long-term memory, including its duration, capacity, and organization.
8. Describe the terms retrieval cue and reintegration, and explain their relation to spreading activation in the memory network.
9. Distinguish between implicit and explicit memory.

10. Distinguish between episodic and semantic memory.
11. Describe two factors that improve encoding and two factors that do not improve encoding.
12. Name three ways that we can measure memory.
13. Name five factors that contribute to forgetting.
14. Distinguish between active and passive forgetting.
15. Explain the origins of false and inaccurate memories.
16. Describe three factors that might improve confidence in eyewitness testimony.
17. Name up to eight ways that could be helpful in ensuring that you will be able to encode and remember information.
18. Define mnemonics, and provide four examples of mnemonic devices.
19. Define the multimedia principle.

105.2.2 Cognition, Language, and Creativity

1. The Basic Units of Cognition: Mental Imagery, Concepts, and Language
 - (a) Mental Imagery
 - (b) Concepts
 - (c) Language
2. Problem Solving
 - (a) Methods of Problem Solving
 - (b) Barriers to Problem Solving
 - (c) The Problem Solving of Experts Versus Novices
3. Intuition, Decision-Making, and Cognitive Biases
 - (a) Errors and Biases in Intuition and Decision-Making
 - (b) Decision-Making in Everyday Life: Choice Overload
4. Creative Thinking
 - (a) The Nature of Creativity
 - (b) Measuring Creativity
 - (c) Stages of Creative Thought
 - (d) The Creative Personality
5. Psychology and Your Skill Set: Creativity and Innovation
 - (a) The DNA of Innovation
 - (b) Psychological Science and Creativity

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

1. Distinguish between experiential and reflective processing.
2. Explain how imagery is used in thinking.
3. Explain how concepts are used in thinking.
4. Explain how language is used in thinking.
5. Distinguish between four methods of problem solving: algorithms, understanding, heuristics, and insight.
6. Outline the barriers that can interfere with problem solving.
7. Compare the problem solving of experts and novices.
8. Distinguish between four common biases that can lead to errors in decision making: framing, availability, representativeness, and ignoring the odds.
9. Explain what is meant by choice overload.
10. Describe the nature of creative thinking and how it is measured.
11. Outline the five stages of creative problem solving.

12. Describe five characteristics associated with a creative personality.

PSY 105.2.3 Intelligence

1. Defining Human Intelligence
 - (a) Challenges in Defining Intelligence
2. Measuring Intelligence
 - (a) Studying the Science: Characteristics of Good Intelligence Tests
 - (b) Ways to Measure Intelligence
 - (c) The Results of Intelligence Tests: Intelligence Quotients
3. Intellectual Giftedness and Disability
 - (a) Intellectual Giftedness
 - (b) Intellectual Disability
4. Genetic and Environmental Contributions to Intelligence
 - (a) Hereditary Influences
 - (b) Environmental Influences
5. Thinking Ethically About Intelligence
 - (a) IQ Scores and Race
 - (b) Intelligence in Everyday Life: Artificial Intelligence
6. Psychology and Your Skill Set: Emotional Intelligence
 - (a) The Four Elements of Emotional Intelligence
 - (b) The Last Word

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

1. Define what is meant by the g-factor in intelligence.
2. Describe some of the challenges associated with defining intelligence.
3. Name and describe four characteristics of a good psychometric test.
4. Explain the need for “culture-fair” intelligence tests.
5. Explain the difference between general intelligence (g) tests and aptitude tests.
6. Name two well-established intelligence tests, and some of the main cognitive abilities that they test.
7. Explain how the results of intelligence tests are expressed, and how the scores are distributed in the population.
8. Outline how gifted individuals are identified, and the outcomes that are typically associated with giftedness.
9. Outline how people with intellectual disabilities are identified, and the outcomes that are typically associated with this diagnosis.
10. Outline some of the causes of intellectual disability, and name some of the resulting conditions.
11. Describe the general results of research investigating the role of genes in intelligence.
12. Describe the general results of research investigating the role of the environment in intelligence.
13. Identify two problems associated with the claim that genetic differences between groups explain group-based differences in intelligence.
14. Define artificial intelligence, and explain some of the ethical concerns raised by its use.
15. Define emotional intelligence, including its four components.

PSY 105.2.4 Motivation and Emotion

1. The Basics of Motivation
 - (a) A Model of Motivation

- (b)Classifying Motives
- 2. Biological Motives
 - (a)A (Very) Short Course on Thermostats
 - (b)Sex
 - (c)Sleep and Circadian Rhythms
 - (d)Pain
 - (e)Thirst
 - (f)Hunger
- 3. Stimulus and Learned Motives
 - (a)Stimulus Motives
 - (b)Learned Motives
 - (c)Connecting Motivation and Emotion: Opponent Process Theory
- 4. The Four Basic Aspects of Emotion
 - (a)Experience
 - (b)Physiology
 - (c)Expression
 - (d)Cognitions
- 5. Connecting the Four Aspects of Emotion: Theories of Emotion
 - (a)James-Lange Theory
 - (b)Cannon-Bard Theory
 - (c)Schachter and Singer's Two-Factor Theory
 - (d)Contemporary Ideas About Emotion: Basic Emotion Theories
- 6. Psychology and Your Skill Set: Positivity and Optimism
 - (a)Facing Adversity
 - (b)Becoming More Optimistic
 - (c)Challenging Pessimistic Explanations

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

1. Explain the role played by needs, drives, responses, goals, and incentives in shaping our motives.
2. Distinguish between intrinsic and extrinsic motivation.
3. Distinguish between Maslow's basic needs and growth needs.
4. Distinguish between biological, stimulus, and learned motives.
5. Explain what is meant by the term sex drive, and how hormones are related to the sex drive of human and nonhuman animals.
6. Explain what is meant by the term circadian rhythms, and how these rhythms impact human sleep cycles.
7. Outline why pain is considered an episodic drive, and how our responses to pain are shaped.
8. Distinguish between intracellular and extracellular thirst, and how each is best managed.
9. Outline the internal and external factors that impact hunger.
10. Distinguish between anorexia nervosa and bulimia nervosa, and outline the causes of these eating disorders.
11. Explain the central idea that underlies arousal theory.
12. Describe the relationship between arousal and performance, as outlined in the Yerkes-Dodson law.
13. Outline what is meant by the need for achievement (nAch) and need for power.
14. Explain the central idea that underlies opponent-process theory.

15. Outline the four basic aspects of an emotion.
16. Explain what is meant by emotional experience, and how it differs from mood.
17. Describe the physiological responses that are associated with emotions.
18. Outline the various ways in which an emotion can be expressed and regulated.
19. Describe two types of cognition that are relevant to emotions.
20. Outline the similarities and differences between the James-Lange, Cannon-Bard, and Schachter-Singer theories of emotion.
21. Explain the central idea that underlies basic emotion theories (BETs), and the strengths and weaknesses of Ekman's BET.
22. Outline what is meant by the terms positive psychology, subjective well-being, and optimism.
23. Outline the three elements of explanatory style.

PSY 105.2.5 Sex, Gender, and Sexuality

1. Sexual Development and Orientation
 - (a) Dimensions of Biological Sex
 - (b) Sexual Orientation
2. Gender Identities and Roles
 - (a) Gender Identity
 - (b) Gender Roles
 - (c) Psychological Androgyny
3. Sexual Responses, Attitudes, and Behaviors
 - (a) Human Sexual Response
 - (b) Sexual Attitudes and Behavior
 - (c) Sexual Attitudes and Behavior Among Young People
 - (d) Human Diversity and Sexual Behavior
4. Sexual Relationships
 - (a) Fostering Positive Sexual Relationships
 - (b) Sexual Dysfunctions
 - (c) Atypical Sexual Behavior
 - (d) Sexual Harassment
 - (e) Sexual Consent and the Crime of Rape
5. Psychology and Your Skill Set: Civic Engagement
 - (a) Being Civic-Minded
 - (b) Benefits of Civic Engagement
 - (c) Skilled Civic Engagement
 - (d) Generation Me or We?

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

1. Describe the four basic dimensions of biological sex, including the role of hormones in shaping sexual development prenatally and postnatally.
2. Define sexual orientation and outline its causes.
3. Outline what is meant by gender identity, including the factors that influence it and what it means for an individual to be gender variant.
4. Explain what is meant by the term gender role.
5. Define psychological androgyny and explain its advantages.
6. Contrast females and males in terms of their sexual responses.
7. Explain how sexual attitudes and behaviors have changed over time.

8. Outline the factors that contribute to healthy sexual relationships.
9. Outline the most common sexual dysfunctions.
10. Define what is meant by a paraphilic disorder, and provide some examples.
11. Define what is meant by sexual harassment, and provide some examples.
12. Define what constitutes rape, and what is meant by “rape myths.”
13. Explain what is meant by civic engagement.
14. Outline the individual and societal benefits associated with civic engagement.

PSY 105.2.6 Personality and Individual Differences

1. Theories of Personality
 - (a) Human Diversity and Self-Esteem
 - (b) Psychoanalytic Theory
 - (c) Learning Theories
 - (d) Humanistic Theory
2. Traits: The Building Blocks of Personality
 - (a) Traits: Stable or Situation-Dependent?
 - (b) Classifying Traits
 - (c) Few Factors, Many Personalities
 - (d) Personality Traits in Everyday Life: Cruelty, Sadism, and Psychopathy
 - (e) Traits Versus Types
3. Personality Assessment
 - (a) Interviews
 - (b) Direct Observation
 - (c) Personality Inventories
 - (d) Projective Tests
4. Factors Influencing Personality
5. Psychology and Your Skill Set: Leadership
 - (a) Are Good Leaders Born or Built?
 - (b) Becoming a Good Leader—Learning to Lead
6. Gateways to Personality and Individual Differences

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

1. The following objectives are addressed in this chapter:
2. Define the term personality and distinguish it from temperament, self-concept, and self-esteem.
3. Describe how psychoanalytic theories explain personality.
4. Describe how behaviorists and social learning theorists explain personality.
5. Describe how humanistic theories explain personality.
6. Describe what is meant by a personality trait.
7. Outline the history of the trait approach to understanding personality, including the work of Allport and Cattell.
8. Contrast the Big Five and HEXACO models of personality.
9. Explain what is meant by a personality type, and the weaknesses associated with this approach to classifying personality.
10. Outline four ways in which personality can be measured.
11. Describe the results of behavioral genetics studies with regard to the role of genetic and environmental influences on personality.