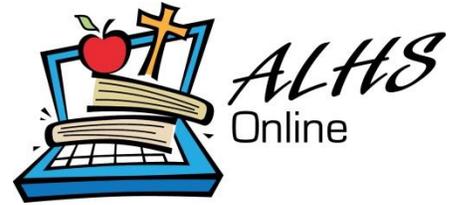


Introduction to Psychology

Course Syllabus 2020-21



Instructor:	Rev. Gregory Bork
Title:	Introduction to Psychology
Grade Level:	11-12
Course Length:	1 semester (2 nd semester)
Credit:	0.5 credit
Prerequisites:	none

Description:

A high school level, one-semester introductory psychology course with emphasis on providing a basic understanding of human behavior and how that behavior relates to others. The course covers approaches to psychology, human growth and development, personality, mental disorders, nature of culture, conformity and deviance, and roles, relationships, and groups.

Course Outcomes:

This is a one semester introductory course for the general study of psychology. As such,

- Students will learn the breadth and depth of the fields of study and their practical applications through various areas of practice.
- Students will see that psychology is empirically based by learning the methods of research and evaluating psychological theories on the basis of research findings, and tracing the socio-historical development of psychology.
- Students will be able to give evidence that behavior is determined by multiple causes, shaped by cultural heritage, and influenced jointly by heredity and environment.
- Students will explain that people's experience of the world is highly subjective.
- Christian students will be led to acknowledge that human beings are fearfully and wonderfully made by their Creator.

A variety of presentation methods, assignments & assessments, demonstrations and projects will be used to achieve these objectives.

Course Outline:

Unit 1: Introduction to Psychology

Topics

1. What is Psychology (ch. 1)

Why study psychology?
A History of Psychology
Contemporary Perspectives
Careers in Psychology

2. Psychological Methods (ch. 2)

Why is research important?
Approaches to research

Analyzing Findings
Ethical Issues

Unit 2: Body and Mind

Topics

3. Biopsychology (ch. 3)

Heredity : Our Genetic Background
The nervous system
The Brain: Our Control Center
Endocrine system

4. States of Consciousness (ch. 4)

The Study of Consciousness
Sleep and Dreams
Problems and Disorders
Drugs and Consciousness
Altered States of Consciousness

5. Sensation & Perception (ch. 5)

Understanding Sensation and Perception
Vision, Hearing, Other Senses
Gestalt Principles of Perception

Unit 3: Learning and Cognition

Topics

6. Learning (ch. 6)

Classical conditioning
Operant conditioning
Observational Learning (Modeling)

7. Thinking and Intelligence (ch. 7)

What is Cognition?
Language
Problem solving
What is Intelligence?
Measurement and Source of Intelligence

8. Memory (ch 8)

Memory Classifications and Processes
The Brain and Memory
Problems with Memory
Memory Improvement

Unit 4: Development

Topics

9. Lifespan Development (ch. 9)

Developmental Psychology
Theories of Development
Stages of Development: Infancy & Childhood; Adolescence; Adulthood
Death and Dying

Unit 5: Personality

Topics

10. Motivation and Emotion (ch 10)

The Psychology of Motivation
Biological Needs: Hunger and Eating; Sexuality
Psychological Needs
Emotion

11. Theories of Personality (ch. 11)

The Psychoanalytic Approach
The Learning Approach
The Humanistic and Sociocultural Approaches
The Trait Approach
Assessment

Unit 6: Social Psychology

Topics

12. Social Cognition (ch. 12)

Self-Perception
Attitudes
Persuasion
Conformity and Obedience
Prejudice and Discrimination
Aggression
Pro-Social Behavior

13. Industrial-Organizational Psychology (ch. 13)

Unit 7: Mental Health

Topics

14. Stress and Health (ch. 14)

Understanding Stress
Stress: Responses and Effects
Psychological Factors and Health
Ways of Coping with Stress

15. Psychological Disorders (ch. 15)

Understanding Psychological Disorders

Anxiety Disorders
Obsessive-Compulsive Disorders
Post-Traumatic Stress Disorder
Mood Disorders
Schizophrenic Disorders
Dissociative Disorders
Personality Disorders
Disorders in Childhood

16. Therapy and Treatment (ch. 16)

Mental Health Treatment
Types of Treatment

Course Materials:

Textbook: *Psychology*

Published by OpenStax College and Rice University (2014) (online version) **(Required)**

Various on-line support materials both connected with the textbook and other sources

Various supplemental reading materials (journals, books, web sites)

Various videos via the LMS or web

Evaluation & Grading Scale:

Assignments: Each graded assignment in the course is assigned a certain number of points. The course percentage grade will be determined by comparing the points earned out of points possible and then converting to a letter grade based on the grading scale below. Late assignments will lose points for being late. A student's current grade in the course will be available as we progress .

Assessments

- Regular quizzes on key terms and concepts from each chapter; essays
- Chapter tests, with multiple choice questions
- Semester exam, with multiple choice questions
- Projects/activities reflecting chapter content, with choices offered according to MI theory
- Written reports on extra readings and research

Semester Grade is calculated by:

First Quarter: 40% (chapter quizzes, tests, projects, reports)

Second Quarter: 40% (chapter quizzes, tests, projects, reports)

Semester Exam: 20%

Grading Scale

98-100 A+	87-89 B+	77-79 C+	67-69 D+	
93-97 A	83-86 B	73-76 C	63-66 D	59-0 F
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Instructor Policies:

Expected of Students:

1. Check in on the course on a daily basis, Monday through Friday. Do work on the weekend as needed. Generally, students have been scheduled by their school to work on this course at a specific time each school day. Be faithful in using this time to work on this course. If you will be absent from class on a particular day, or if you miss class because of illness, and therefore miss a due date for an assignment, please let me know. You *do not* need to report absences to me if it does not affect an assignment due date.
2. Expectations for this course are high, but reasonable. Everyone is very busy with their other courses, activities, and responsibilities, yet you are expected to complete all work on time. If you need an extension of time, please make the request via private email prior to the due date.
3. Communicate! If you have questions or concerns on a particular assignment or activity, please send me a private email or make a public posting in the Instructor's Office Forum. Good two-way communication is very important to having a successful experience!

ALHS Online Policies:

Current ALHS Online policies are listed in the *Handbook for ALHS Online Students and Parents*, available on the ALHSO.org website. This includes policies on non-discrimination, anti-harassment, student expectations, attendance, academic honesty, student discipline, student grades, course add/drop, etc.

Please note the policy on **class attendance** which states in part:

“Even if a student’s local school does not have school on a particular day (snow day, teacher’s conference, quarter break, choral fest, class trip, etc.) ALHS Online courses will continue to meet and students are expected to complete required work on time.”

Students also fall under the policies of their local high school, if applicable, while enrolled in ALHS Online courses.