

Personal Psychology II: Living in a Complex World

COURSE DESCRIPTION

Personal Psychology II: Living in a Complex World

Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress and personality. This course features exciting online psychology experiments involving the world around us.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Learning

In this unit, we will examine how the process of learning. We will think about what learning is and how it differs from natural knowledge. We will also consider several different theories of learning, including classical conditioning, operant conditioning and social learning such as modeling and vicarious conditioning. Finally, we will examine one technique that can help you learn written material better.

Learning Objectives

- Understand what learning is and how it differs from instincts and reflexes.
- Examine the theory of classical conditioning.
- Investigate operant conditioning and its real world applications.
- Discuss social learning, including modeling and vicarious conditioning.
- Learn the PQ4R technique for learning.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Memory

In this unit, we will discuss what memory is and what happens as we commit something to memory and recall it. We will discuss different types of memory, including sensory registers, short-term memory, and long-term memory, including factors that enhance and hinder memory at each level. We will also discuss common memory failures and disorders. Finally, we will discuss briefly how accurate our memories are and factors that influence this accuracy.

Learning Objectives

- Learn about the different types of memory.
- Discuss how memories are formed, stored, and recalled.
- Examine the various types of information that are stored in memory.
- Investigate common memory failures and disorders.
- Discuss the accuracy of memory.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Thinking and Language

In this unit, we will discuss thought and language. In doing so, we will look at what thinking is and how we categorize objects and situations in our minds. We will also examine decision making, problem solving, and reasoning, including the ways that we go about these mental processes and some of the problems that we may encounter as we do so. Finally, we will investigate the connections between thinking and language and examine the various elements of language.

Learning Objectives

- Examine what thinking is and how we categorize situations and objects in our minds.
- Investigate how we problem solve and some obstacles that we may encounter in doing so.
- Discuss inductive and deductive reasoning, including how they differ from each other.
- Look at the elements of language and meaning.
- Understand more about the relationship between thinking and language.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Intelligence

In this unit, we will examine the topic of intelligence from a psychological standpoint, including what intelligence is and why it is so difficult to place a precise definition on intelligence. We will investigate several different ways that psychologists measure intelligence and the pros and cons of intelligence testing. We will also look at several different approaches to understanding intelligence. Finally, we'll examine the debates and research over the role of genetics, heredity, and environment in the development of intelligence.

Learning Objectives

- Learn what intelligence is and why defining this human aspect is difficult.
- Examine different tests that are used to measure intelligence.
- Discuss how psychologists have approached the understanding of intelligence.
- Investigate the possibility of multiple intelligences.
- Discuss the effects of heredity and environment on the development of intelligence.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Intelligence (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Motivation and Emotion

In this unit, we will examine the related areas of motivation and emotion. We'll discuss what motivation is and how different perspectives have thought about motivation. This will include perspectives on motivation such as Maslow's hierarchy of needs and self-determination theory. We will also discuss what emotions are and the three components that make up emotions. In doing so, we'll examine several theories which try to explain how emotions develop and relate to physiological functions.

Learning Objectives

- Learn what motivation is and how primary and secondary needs affect motivation.
- Examine the five different perspectives which seek to explain motivation.
- Discuss how intrinsic and extrinsic motivation affect our behaviors.
- Learn what emotions and moods are, including the three components of emotions.
- Investigate the physical and psychological relationship that comprises emotion.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Stress and Health

In this unit, we will explore the areas of health and stress. In doing so, you will learn more about the history of health psychology and how the connection between mind and body was thought of through history. We will also discuss what stress is as well as the common stressors that individuals typically face in their lives. Finally, we will examine various coping mechanisms that individuals use to manage stress and its effects on our minds and bodies.

Learning Objectives

- Learn more about the history of health psychology.
- Examine some common causes of stress and their effects on individuals.
- Discuss the general adaptation syndrome and the effects that this has.
- Investigate the four types of conflicts that individuals experience.
- Explore ways of coping with and managing stress.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Personality and Individuality

In this unit, we will discuss the topic of personality and why individuals have different personality traits. Psychologists have been very interested in how personality develops, the different traits that people have, and whether personality remains consistent throughout our lives. They have used various different approaches and theories to examine these issues. We will examine five of these approaches and how they explain aspects of personality. The approaches that we will discuss are the psychoanalytic, cognitive-social, trait, humanistic, and sociocultural theories.

Learning Objectives

- Learn what personality is.
- Discuss Freud’s three models of personality.
- Investigate how cognition and thought affect personality.
- Learn what personality traits and types are and how psychologists have used these concepts to study personality consistency.
- Examine the person-centered approach and how other people help shape personality.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Abnormal Psychology

In this unit, we will discuss abnormal psychology. In doing so, we'll examine what psychopathology is and how abnormal behavior differs from normal behavior. We will also look at how abnormal behavior is classified and examine various types of psychological disorders, including anxiety, mood, personality, somatoform, and psychotic disorders.

Learning Objectives

- Understand what abnormal psychology is and how it differs from normal psychology.
- Examine the criteria used to identify abnormal psychology and mental disorders
- Learn about the two major classification systems.
- Discuss anxiety, mood, personality, and somatoform disorders.
- Learn about psychotic disorders and how they differ from other psychological disorders.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Abnormal Psychology (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century