

Vanguard University
School for Professional Studies
Degree Program

“SURVEY OF HUMAN BEHAVIOR”
PSYD #366

Student Guide

04/11

TEXTS AND MATERIALS

Required texts:

Myers, D. G. (2010). *Psychology* (9th ed.). New York: Worth.

Faw, H. W. (1995). *Psychology in Christian perspective*. Grand Rapids, MI: Baker Books.

NOTE: Please make sure to obtain your user names and passwords from IT (Information Technology) so that you may log on to the university's computer network in order to access library resources and receive email. You will need this information to complete assignments in your next class, Writing and Research Skills. IT will also supply a separate code to log on to Access in order to check your records and grades. You may reach IT at 714-556-3610, ext. 4500.

COURSE DESCRIPTION

Survey of Human Behavior surveys the fundamental concepts of human behavior and psychology from multiple perspectives, including biological processes in development and behavior, learning and memory, motivation, personality, psychological disorders, and social behavior.

LEARNING OUTCOMES

Educational Targets and Course Objectives for Students

- **Intellectual Engagement**
 1. Examine a broad range of psychological perspectives through reading and coursework focused on cognitive, behavioral, biological, social-cultural, and spiritual aspects of psychology.
 2. Demonstrate understanding and critical thinking skills in essays involving discussion of and comparison across many psychological theories and domains.
 3. Indicate mastery of a wide range of psychological topics through performance on a comprehensive exam.
- **Spiritual Formation**
 1. Integrate psychology and Christianity through reading, essays, and discussions designed to view psychological concepts through the perspective of faith.
 2. Apply the developing understanding of the psychology-faith connection to one's own life through essays encouraging students to examine their personal experiences.
- **Professional Excellence**
 1. Develop and demonstrate skills in written expression by producing six essays focusing on a diverse array of psychological topics.
 2. Develop and demonstrate skills in oral expression through participation in class discussions that demand critical thinking and life application.

- **Sociocultural Responsiveness**

1. Examine through reading and discussion the differing norms and expectations that guide behavior in various manners across diverse cultures.
2. Recognize how one's own behavior is culturally influenced and demonstrate this understanding in essays and discussions requiring analysis of students' unique life experiences.
3. Develop an understanding, through reading, writing, and discussion, of how one may more effectively interact with and offer respect toward those of diverse backgrounds.

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Good	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Satisfactory	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Poor	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS**Assessment Components**

Week	Assessment	Points
1	Participation	40
2	Participation	40
	Essay #1	100
	Essay #2	100
3	Participation	40
	Essay #3	100
	Essay #4	100
4	Participation	40
	Essay #5	100
	Essay #6	100
5	Participation	40
	Take-Home Exam Due	200

Course points:

Participation:	200
Essays (6)	600
Take-Home Exam	200
TOTAL	1000

DESCRIPTION OF ASSIGNMENTS

- Attendance/Participation:** Due to the fact that this course meets only five times, it is imperative that students not miss class unless it is completely unavoidable. Participation is essential, and in order to receive the full 200 possible points, students must arrive on time to class with a working knowledge of each night's lecture topic (having done the assigned reading), and they must actively engage in class discussions.
- Essay Questions:** Two essays are due on weeks 2, 3 and 4. These are to be approximately 2-3 pages in length, and should reflect the learning and thought processes of the student. Essays should demonstrate a thorough understanding of the text and class discussion, and should include the student's personal insights on the issue(s) being addressed. Some essays topics will be used to facilitate class discussion.
- Take-Home Exam** On Week 4, students will be given a take-home exam that will be due on week 5. The exam consists of 100 multiple-choice questions, and should be completed **independently** by each student.
- Grading Policy:** The policy for the School of Professional Studies states that no late work will be accepted. If, due to extreme circumstances, a professor accepts a late assignment, that assignment will be subject to a late point deduction, to be determined by the professor.
- Psychology Program Pretest:** **PLEASE NOTE:** In order to assess academic growth across the program, all incoming students are asked to complete a psychology pretest upon entrance to the program and a posttest upon completion of the program. This test will have no bearing on the Survey of Human Behavior course grade, but students are encouraged to approach it with maximum effort, in order to ensure an accurate measurement of their acquired knowledge. The pretest will be administered during the 2nd class meeting in this Course.

ASSIGNED READING

Week	Topic	Meyers	Faw
1	The Story of Psychology	Prologue	
	Thinking Critically with Psychological Science	1	1
	The Biology of Mind	2	2
2	Nature, Nurture, and Human Diversity	4	
	Developing Through the Life Span	5	8
	Sensation and Perception	6	3
	Articles on Careers in Psychology (See writing assignment description.)		
3	Consciousness and the Two-Track Mind	3	4
	Learning	7	5
	Memory	8	6
	Thinking and Language	9	
	Intelligence	10	
4	Motivation and Work	11	7
	Emotion, Stress, and Health	12	
	Personality	13	9
5	Psychological Disorders	14	10
	Therapy	15	11
	Social Psychology	16	12

WRITING ASSIGNMENTS

Essays should be typed, double-spaced, and approximately 2-3 pages in length. They should demonstrate a thorough understanding of the text and class discussion, and should include the student's personal insights on the issue(s) being addressed. Some essay topics may be used to facilitate class discussion. **All Essays are worth 100 points.**

Essays Due Week 2:

Essay #1 - Read the articles from the links below, and answer the following questions: What are your potential career goals? In considering Psychology's current perspectives, what areas and subfields of Psychology might most be relevant to your aspirations? How so? In what ways might the study of Psychology enhance your general life experience and deepen your understanding of God's creation of man?

http://www.psichi.org/pubs/articles/article_50.aspx

http://www.psichi.org/pubs/articles/article_68.aspx

Essay #2 - According to your text, why do we need Psychological science? Discuss *hindsight bias*, *overconfidence*, and *illusory correlations*. Define these terms and give practical examples of how they might occur. Describe an instance in your life where you have experienced or witnessed one of these phenomena.

Essays Due Week 3:

Essay #3 - Discuss the two sides of the Nature-Nurture debate and the main psychological perspectives associated with this debate (Behavior Genetics and Evolutionary Psychology). How do these perspectives explain human development and personality? How do you view your own development and personality in terms of genetic and environmental influences (be specific, giving examples from your life experience)? What is your understanding of God's influence upon human development?

Essay #4 - List and describe the stages of sleep. Why do we sleep, according to the text? What are the potential functions of dreaming? What might be the effects of sleep loss?

Essays Due Week 4:

Essay #5 - Explain the difference between Classical and Operant conditioning. Describe two behaviors in which you engage, one having been Classically conditioned, and the other having been Operantly conditioned. For the Classically conditioned behavior, specify the Unconditioned Stimulus, the Unconditioned Response, the Conditioned Stimulus, and the Conditioned Response. For the Operantly conditioned behavior, specify the response and the consequence.

Essay #6 - According to the text, chronic stress can contribute to heart disease, infectious diseases, and even cancer. What specific tactics can students use to prevent or reduce academic stress responses, and immune system breakdowns? In addition, what tactics can students use to increase and/or maintain their overall wellbeing during their Journey at Vanguard? Please explain, giving specific examples for each.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introductions and Course Overview	Nature and Nurture	States of Consciousness	Motivation	Psychological Disorders
2	Roots of Psychology and Theoretical Perspectives	Developmental Perspectives	Learning and Memory	Emotion	Therapy
3	The Scientific Method	Sensation and Perception	Thinking and Language	Stress and Health	Grade and Discuss Tests
4	Biology and Behavior	Psychology Program Pretest	Intelligence	Personality	Social Psychology

Class Overviews

The following are brief outlines of what is to be covered during each class session. The actual coverage may vary slightly, depending on length of discussions and modifications in time usage during the individual class meetings. Student flexibility is much appreciated.

WEEK ONE

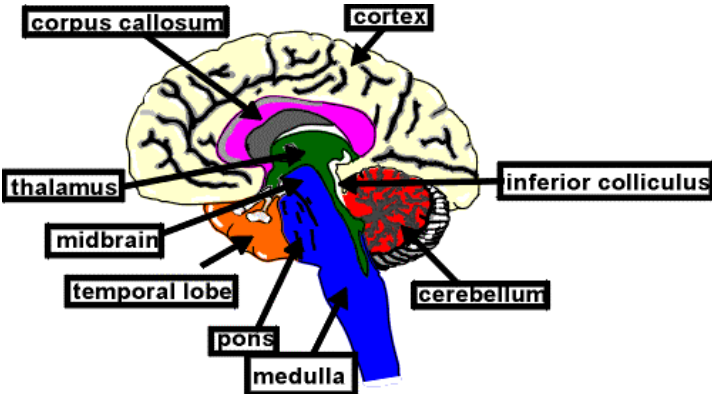
Assignments Due:

Read: Myers Text, Prologue and Chapters 1 & 2
Faw Text, Chapters 1 & 2

Class Activities:

- I. INTRODUCTIONS OF STUDENTS AND INSTRUCTOR
- II. INTRODUCTION TO PROGRAM
- III. OVERVIEW OF COURSE
- IV. WRITING EXPECTATIONS
- V. ROOTS OF PSYCHOLOGY
- VI. THEORETICAL PERSPECTIVES
- VII. THE SCIENTIFIC METHOD
- VIII. BIOLOGY AND BEHAVIOR

A Short Tour of the Brain



WEEK TWO

Assignments Due:

Read: Myers Text, Chapters 4-6

Faw Text, Chapters 8 & 3

Articles on Careers in Psychology (From Essay #1 Description)

Complete: Essay #1
Essay #2

Class Activities:

- I. NATURE AND NURTURE
- II. DEVELOPMENTAL PERSPECTIVES
- III. SENSATION AND PERCEPTION
- IV. PSYCHOLOGY PROGRAM PRETEST

WEEK THREE

Assignments Due:

Read: Myers Text, Chapters 3 & 7-10

Faw Text. Chapters 4-6

Complete: Essay #3
Essay #4

Class Activities:

I. STATES OF CONSCIOUSNESS

II. LEARNING

III. MEMORY

IV. THINKING AND LANGUAGE

V. INTELLIGENCE

A GUIDE TO SELECTED PSYCHOACTIVE DRUGS

Alcohol	Depressant	Initial high followed by relaxation and disinhibition	Depression, memory loss, organ damage, impaired reactions
Heroin	Depressant	Rush of euphoria, relief from pain	Depressed physiology, agonizing withdrawal
Cocaine	Stimulant	Rush of euphoria, confidence, energy	Cardiovascular stress, suspiciousness, depressive crash
Nicotine	Stimulant	Arouses and relaxes, sense of well-being	Heart disease, cancer
Marijuana	Mild Hallucinogen	Enhances sensation, relieves pain, distorts time, relaxed high	Lowered sex hormones, disrupted memory, lung damage

CLASSICAL CONDITIONING

First you have what occurs naturally:

- Food: Unconditioned Stimulus (UCS) ---> Salivation: Unconditioned Response (UCR)
- Bell: Neutral Stimulus -----> No Salivation: No Response

"Unconditioned" simply means that the stimulus and the response are naturally connected

A stimulus elicits and a response is elicited.

Then you have what occurs during conditioning:

- Bell (Neutral Stimulus) + Food (UCS) -----> Salivation (UCR)

Then you have what occurs after conditioning:

- Bell: Conditioned Stimulus (CS) -----> Salivation (Conditioned Response (CR))

Or:

Unconditional Stimulus (US) —————> Unconditional Response (UR)

Neutral Stimulus (NS) + US —————> Unconditional Response (UR)

.....eventually, with enough pairings.....the NS becomes conditioned and no longer needs the US....

Conditioned Stimulus (CS) —————> Conditioned Response (CR)

Example:

1. Mom (US) —————> Response of warm, secure feeling (UR)

2. Mom's perfume (NS) + Mom (US) —————> Response of warm, secure feeling (UR)

3. Perfume (CS) —————> Response of warm secure feeling to scent of perfume (CR)

WEEK FOUR

Assignments Due:

Read: Myers Text, Chapters 11-13

Faw Text, Chapters 7 & 9

Complete: Essay #5
Essay #6

Class Activities:

I. MOTIVATION

II. EMOTION

III. STRESS AND HEALTH

IV. PERSONALITY

WEEK FIVE

Assignments Due:

Read: Myers Text, Chapters 14-16

Faw Text, Chapters 10-12

Complete: Take-Home EXAM

Class Activities:

- I. PSYCHOLOGICAL DISORDERS
- II. THERAPY
- III. GRADE AND DISCUSS TESTS
- IV. SOCIAL PSYCHOLOGY