



BEH 225
Introduction to Behavioral Science

Version 2 08/06/07

Program Council

The Academic Program Councils for each college oversee the design and development of all University of Phoenix curricula. Council members include full-time and practitioner faculty members who have extensive experience in this discipline. Teams of full-time and practitioner faculty content experts are assembled under the direction of these Councils to create specific courses within the academic program.

Copyright

Copyright © 2006 by University of Phoenix. All rights reserved.

University of Phoenix[®] is a registered trademark of Apollo Group, Inc. in the United States and/or other countries.

Microsoft[®], Windows[®], and Windows NT[®] are registered trademarks of Microsoft Corporation in the United States and/or other countries. All other company and product names are trademarks or registered trademarks of their respective companies. Use of these marks is not intended to imply endorsement, sponsorship, or affiliation.

Edited in accordance with University of Phoenix[®] editorial standards and practices.

Course Syllabus

Course Title: BEH 225–Introduction to Behavioral Science

Required Texts

Morris, C.G., & Maisto, A.A. (2002). *Psychology: An Introduction* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

Axia College's *Writing Style Handbook*, available online at https://axiaecampus.phoenix.edu/Writing_Style_Handbook_AxiaUOP.pdf

Electronic Resources

Please Note: All required text and materials are found on the aXcess course page. The aXcess page can be accessed through the Axia College of University of Phoenix Student and Faculty Web site at <https://axiaecampus.phoenix.edu/secure/gotoLibrary.asp>

A book companion Web site for *Psychology: An Introduction* (12th ed.) is available at <http://www.prenhall.com/morris>.

Course Overview

COURSE DESCRIPTION

This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.

TOPICS AND OBJECTIVES

Psychology as a Science

- Describe the development of psychology as a science.
- Compare and contrast the various research methods in psychology.
- Explain the diversity of human behavior based on gender, race, and ethnicity.

Biological Basis of Behavior and Neuroscience

- Recognize the relationships between the neural system and human behavior.
- Explain the effect of hormones on a person's behavior.
- Describe the influence of heredity on human behavior.

Learning and Memory

- Compare and contrast classical and operant conditioning.
- Explain the process of learning based on the information processing model of memory.
- Recognize steps that can be taken to reduce forgetting.
- Compare and contrast early and contemporary theories of intelligence.
- Describe the characteristics of a good measure of intelligence.

Cognition and Intelligence

- Apply problem-solving techniques.
- Recognize one's use of problem-solving techniques.
- Illustrate the contributions of Skinner to learning and operant conditioning

Motivation and Emotion

- Describe how motive and emotion direct behavior.
- Recognize the influence of gender and culture on emotion.
- Differentiate between intrinsic and extrinsic motivation.
- Summarize the different types of defense mechanisms.

Personality

- Examine the contributions of Freud, Jung, and Rogers to the understanding of personality and to psychology as a field.
- Compare and contrast the personality theories proposed by different psychologists.

Social Psychology

- Describe the influence of society on the behavior of an individual and a group.
- Compare and contrast the factors that play a role in how we judge others.
- Explain how attitudes are developed.

Psychological Disorders and Therapies

- Differentiate between the characteristics of various psychological disorders.
- Discuss the effectiveness of psychotherapy.

Interview Profile

Explain the application of psychology in everyday life.

Point Values for Course Assignments

Week One: Psychology as a Science	
Discussion Questions	10
Participation	10
CheckPoint: Research Methods	30
Week Two: Biological Basis of Behavior: Neuroscience	
CheckPoint: Heredity and Hormones	30
Assignment: Brain Response of Behavior	100
Week Three: Learning and Memory	
Discussion Questions	10
Participation	10
CheckPoint: Intelligence Presentation	30
Week Four: Cognition and Intelligence	
CheckPoint: Skinner Article	30
Assignment: Problem-Solving Simulation	100
Week Five: Motivation and Emotion	
Discussion Questions	10
Participation	10
CheckPoint: Motivating Employees	30
Week Six: Personality	
CheckPoint: Interview Outline	20
CheckPoint: Personality Assessment and Theories	20
Assignment: TV Character Evaluation	100
Week Seven: Social Psychology	
Discussion Questions	10
Participation	10
CheckPoint: Evaluation and Judgment	30
Week Eight: Psychological Disorders and Therapies	
CheckPoint: Psychological Disorders Presentation	30
Assignment: Diagnosis and Treatment	100
Week Nine: Psychology in Everyday Life	
Capstone Discussion Questions	10
Participation	10
Final Project: Interview Profile	250
Point Totals	1,000

Policies and Procedures

Online Weekly Schedule

The class week begins on Monday. Notice the schedule refers to “Day 1,” etc. For time management and scheduling purposes, keep the following in mind:

Day 1–Monday
Day 2–Tuesday
Day 3–Wednesday
Day 4–Thursday
Day 5–Friday
Day 6–Saturday
Day 7–Sunday

For example, when an assignment is due on Day 5, it must be posted no later than midnight Arizona time (MST) on Friday of that week.

Copyright Guidelines

Feel free to post a URL to a Web site of interest in the forum, but **do not post any copyrighted material in any classroom forum**—anything from an article to a cartoon—without the express permission of the copyright owner.

Academic Resources

Coursework in this class must uphold the high standards of academic integrity established by Axia College of University of Phoenix. Consequently, the majority of your research must be based on credible sources—peer-reviewed academic journals, such as those in the University Library, or the additional readings on the rEsource page for this course.

Please note: Internet searches often lead to nonacademic information resources, such as Wikipedia.org, Ask.com, Encarta.msn.com, Infoplease.com, etc. You may supplement your research with these sources, but keep in mind that the information you find there may not be accurate, because it does not come under a formal oversight or peer-review process.

While you may use and cite nonacademic resources such as Wikipedia when working on assignments, you may not rely on them exclusively. The majority of your sources must be peer-reviewed academic journals. Furthermore, you are responsible for the accuracy of any facts presented in your assignments and, therefore, must confirm the veracity of information you find in nonacademic sources with further research.

Attendance

In order to be in attendance during a week, post at least **one** message to one of the course forums on **2 separate days** during the online week using your username@email.phoenix.edu address. If you are out of attendance for 3 weeks of a 9-week course, you will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Remember that attendance is taken electronically. Please refer to the policies note that is posted by Academic Affairs as the first message in the **Main** forum.

Participation

Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material presented. Participation is initiated by your instructor, who posts discussion questions (DQs) during weeks that contain a participation component. You are expected to contribute to the class discussion in a substantive way by posting **two substantive notes** in the **Main** forum for **3 out of 7 days** of each week that contains a participation component. When the

discussion centers on a lively topic, it is not unusual for students to read what classmates are talking about and to post multiple notes.

Please note: CheckPoints, exercises, and assignments are due on different days so you can meet attendance requirements. If you complete your assignments early, please post each assignment on its appropriate due date to ensure you meet the attendance requirements and are not auto-dropped from class.

Substantive notes go beyond "I agree" or "I see your point." Effective responses relate theory or methods to personal experience, so feel free to comment, critique, and suggest. Think about quality and frequency as you strike up a conversation with your fellow classmates. Remember to post notes in the **Main** forum, to which everyone has access.

Please note: When you post an answer to the discussion question, points are given only for the discussion question portion of the grade. Your participation grade is based on substantive replies to others' notes.

Expectations for Classroom Discussion

- Respond to assigned discussion questions under the designated threads in the **Main** forum.
- Read and consider your classmates' posts, and respond constructively.
- Offer personal experiences relevant to the discussion.

Late Assignments

Late assignments receive a 10% deduction for each day they are late. Assignments are late if they are not posted by midnight Arizona time (MST) of the day they are due. Assignments that are more than 4 days late will not be accepted unless we have negotiated and mutually agreed upon an alternative submission date in advance. Unless an Incomplete grade has been granted, student assignments submitted after the last day of class will not be accepted.

Please note: University of Phoenix server problems are not an excuse for late papers. If you are unable to connect to the University of Phoenix server and upload an assignment to your **Individual** forum, send a copy of the assignment to your instructor's inbox or alternate email address as proof that you attempted to post the assignment on time. In your email, you must tell your instructor that you were unable to connect to the University of Phoenix server. You must then upload the assignment to your **Individual** forum at your earliest opportunity. Send assignments to your instructor's inbox **ONLY** if the University of Phoenix server is down. An instructor cannot, by University of Phoenix policy, grade an assignment that comes to his or her personal email. It must be posted in your **Individual** forum to count for grading purposes. These policies are necessary because any contact outside of class forums cannot be verified or archived.

Extra Credit

The curriculum for Axia College courses is carefully designed to fit the number of course weeks, and the assignment schedule is relatively full. In order to uphold academic rigor and integrity, students must be graded based on the degree to which they fulfill the requirements of assignments listed in the syllabus. Extra credit assignments are not allowed at Axia College.

Feedback

Instructors return feedback for CheckPoints to your **Individual** forum by the next office day after the due date of the assignment. Feedback for written assignments is returned to the student's **Individual** forum within 7 days. Instructors respond to questions submitted during established office hours the same day. Instructors respond to questions submitted outside of office hours during the next established office hours. A weekly grade summary is posted to the student's **Individual** forum within 7 days of the conclusion of each week. Final course grades are submitted to the university within 7 days of the conclusion of the course.

Incompletes

An Incomplete grade may be granted only if all of the following criteria are met:

1. The instructor determines that an Incomplete grade is appropriate under the circumstances
2. Attendance requirements have been met for the course, and the student is therefore eligible for a grade
3. Student is earning a passing grade in the course at the time the Incomplete is requested
4. Student requests, in writing, a grade of Incomplete during the last week of class, prior to the course end date
5. Student and instructor enter into a written agreement containing:

- a) A course completion plan
- b) A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
- c) Acknowledgment that the final course grade **will** be reduced one (1) full letter grade in exchange for the extra time allowed to complete the coursework, regardless of the circumstances

Please Note: Unless an Incomplete grade has been granted, student assignments submitted after the last day of class are not accepted. Accordingly, grade changes are not permitted for work submitted after the end of a class.

Academic Honesty

University of Phoenix students utilize university resources with honesty and integrity. These resources include, but are not limited to, the online library, online consultation with faculty, and registration systems. In addition to truthful representation in these areas, students must acknowledge references from original works, avoid plagiarism, and use writing and formatting styles generally accepted as sound academic writing.

Privacy and Confidentiality in the Online Classroom

If at any time you would like to communicate with your instructor confidentially, you may do so via the **Individual** forum. This forum can be viewed only by the individual student and the faculty member.

All postings to any forum in this class are considered confidential and for consideration and discussion only by members of this class. Specifically, do not forward materials or messages from this class by email or distribute hard copies.

Grading Scale

100-95	A	76-73	C
94-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 or <	F

Week One

Psychology as a Science

- Describe the development of psychology as a science.
- Compare and contrast the various research methods in psychology.
- Explain the diversity of human behavior based on gender, race, and ethnicity.

ASSIGNMENTS

1. **Read** objectives and welcome.

- **Read** instructor's bio, and post your own bio.
- **Due Date:** Day 1 [post to the **Chat Room** forum]

2. **Read** Appendix A regarding the final project requirements.

3. **Read** Ch. 1-3 in *Psychology: An Introduction* (12th ed.).

4. **Discussion Question 1**

- **Due Date:** Day 2 [post to the **Main** forum]
- **Post** your response to this question: Consider the statement "psychology has a long past but a short history." What do you think this means? In your opinion, which person or perspective has had the most influence on the growth of psychology?

5. **Discussion Question 2**

- **Due Date:** Day 4 [post to **Main** forum]
- **Post** your response to the following: How do you think gender, race, and ethnicity have affected your behavior? Provide an example from your life where you have observed people from different ethnic backgrounds or genders behaving differently in the same situation.

6. **CheckPoint:** Research Methods

- *Resource:* Ch. 1 (pp. 30-40) in *Psychology: An Introduction* (12th ed.); Appendix B
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Complete** Appendix B.
- **Post** as an attachment.

Week Two

Biological Basis of Behavior and Neuroscience

- Recognize the relationships between the neural system and human behavior.
- Explain the effect of hormones on a person's behavior.
- Describe the influence of heredity on human behavior.

ASSIGNMENTS

1. **CheckPoint:** Heredity and Hormones

- *Resource:* Ch. 2 in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 4 [post to the **Individual** forum]
- **Write** 350- to 700-word essay in which you compare and contrast the influence of heredity and hormones on human behavior. Include in your essay a discussion on the endocrine system, identification of hormones and the glands responsible for secreting them, and genetics, behavior genetics, and evolutionary psychology.
- **Format** the essay in accordance with APA guidelines.
- **Post** your essay as an attachment.

2. **Assignment:** Brain Response of Behavior

- *Resources:* Appendix C; Ch. 2 (pp. 58-78) In *Psychology: An Introduction* (12th ed.); **Due Date:** Day 7 [post to the **Individual** forum]
- **Complete** Appendix C. Note: There are three pages in Appendix C. Complete Parts I-III to fulfill the assignment.
- **Post** as an attachment.

Week Three

Learning and Memory

- Compare and contrast classical and operant conditioning.
- Explain the process of learning based on the information processing model of memory.
- Recognize steps that can be taken to reduce forgetting.
- Compare and contrast early and contemporary theories of intelligence.
- Describe the characteristics of a good measure of intelligence.

ASSIGNMENTS

1. **Read** Ch. 5-8 in *Psychology: An Introduction* (12th ed.).

2. **Discussion Question 1**

- **Due Date:** Day 2 [post to the **Main** forum]
- **Post** your response to the following: Provide one example each of classical and operant conditioning in your own life. Identify either the stimulus and response or reinforcers in each case. Which type would you prefer for learning and why?

3. **Discussion Question 2**

- **Due Date:** Day 4 [post to the **Main** forum]
- **Post** your response to the following: Think about the last time you attended a lecture or were in a classroom. Applying the information processing model, why did some things make it into your short-term memory and some things into your long-term memory? How can knowing this process increase your learning potential? How would you reduce the likelihood of forgetting important information?

4. **CheckPoint:** Intelligence Presentation

- *Resource:* Ch. 8 in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Consider** the following scenario: Since you are a successful college student, you have been asked by a former high school teacher to address his/her class on the topic of human intelligence.
- **Create** a presentation in Microsoft® PowerPoint® that consists of 7-10 slides and detailed speaker notes to addresses the following:
 - What is intelligence?
 - Compare the early and contemporary theories of intelligence.
 - How do we measure intelligence?

- What are the characteristics of a good intelligence test?
- **Format** citations of original works within the presentation using APA guidelines.

Week Four

Cognition and Intelligence

- Recognize one's use of problem-solving techniques.
- Illustrate the contributions of Skinner to learning and operant conditioning.
- Apply problem-solving techniques.

ASSIGNMENTS

1. Checkpoint: Skinner Article

- *Resources:* Ch. 5 in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 4 [post to the **Individual** forum]
- **Write** a 200- to 300-word editorial for your local newspaper summarizing Skinner's research and contributions to psychology. Be sure to focus on:
 - Operant conditioning
 - Punishment
 - Reinforcement
 - Superstitious behavior

2. Assignment: Problem-Solving Simulation

- *Resources:* Ch. 7 (pp. 273-86) in *Psychology: An Introduction* (12th ed.); Web site: http://corptrain.phoenix.edu/rm_dev/river.html
- **Due Date:** Day 7 [post to the **Individual** forum]
- **Review** the section in your text on problem-solving. As you review, consider the following question: Do you use a problem-solving process?
- **Complete** the activity at http://corptrain.phoenix.edu/rm_dev/river.html.
- **Answer** the following questions in 100-200 words each:
 - How did you interpret the problem?
 - What strategy did you use and how did you evaluate your progress?
 - Did you encounter any obstacles while solving the problem?
 - Were you aware of this thought process as you worked through the problem?

Week Five

Motivation and Emotion

- Describe how motive and emotion direct behavior.
- Recognize the influence of gender and culture on emotion.
- Differentiate between intrinsic and extrinsic motivation.
- Summarize the different types of defense mechanisms.

ASSIGNMENTS

1. **Read** Ch. 9 and Ch. 11 in *Psychology: An Introduction* (12th ed.).

2. **Discussion Question 1:**

- **Due Date:** Day 2 [post to the **Main** forum]
- **Refer to the graphic at:** <http://corptrain.phoenix.edu/axia/beh225/pulp.html>.
- **Post** your response to these questions: Based on what you have learned regarding expressions and emotion in Ch. 9, discuss the following scenario: Referring to the graphic, what do you think the person in the picture is feeling? How do you think a person of a different gender or different ethnicity might react differently to this same situation?

3. **Discussion Question 2:**

- **Due Date** Day 4 [post to the **Main** forum]
- **Post** your response to these questions: Using the table on p. 421 of your text, what defense mechanisms have you noticed in the people around you? What do you see as the advantages and disadvantages of these defense mechanisms?

4. **CheckPoint:** Motivating Employees

- *Resource:* Ch. 9 (pp. 332-33) in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Consider** the following question: Is it possible for a manager to motivate an employee?
- **Write** a 350- to 700-word response explaining your answer in terms of intrinsic and extrinsic motivation.

Week Six

Personality

- Examine the contributions of Freud, Jung, and Rogers to the understanding of personality and to psychology as a field.
- Compare and contrast the personality theories proposed by different psychologists

ASSIGNMENTS

1. CheckPoint: Interview Outline

- **Due Date:** Day 3 [post to the **Individual** forum]
- **Submit** the following:
 - Description of interviewee.
 - List of interview questions.
 - Permission of interviewee for the interview.

2. CheckPoint: Personality Assessment and Theories

- *Resources:* Ch. 11 (pp. 441-49) in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Complete** the following test found at: http://similarminds.com/jung_word.html
- **Write** a 350- to 700-word summary of the personality assessment methods discussed in Ch. 11 of *Psychology: An Introduction*. Be sure to include:
 - Discussion of how personality assessments and personality theories correspond. In other words, identify which theories relate to which assessments.
 - Identification of the test found at: http://similarminds.com/jung_word.html, as either an objective or projective test. Discuss your opinion regarding the accuracy of this type (objective or projective) of test, and the test's accuracy regarding your personality.

3. Assignment: TV Character Evaluation

- *Resources:* Ch. 11 (pp. 419-24, 431-34) in *Psychology: An Introduction* (12th ed.); Appendix D
- **Due Date:** Day 7 [post to the **Individual** forum]
- **Complete** Appendix D.
- **Post** as an attachment.

Week Seven

Social Psychology

- Describe the influence of society on the behavior of an individual and a group.
- Compare and contrast the factors that play a role in how we judge others.
- Explain how attitudes are developed.

ASSIGNMENTS

1. **Read** Ch. 13-15 in *Psychology: An Introduction* (12th ed.).

2. **Discussion Question 1**

- **Due Date:** Day 2 [post to the **Main** forum]
- **Post** your response to the following: Think about two aspects of your life that you have strong attitudes towards, one negative and one positive. When do you believe these attitudes were formed? Why? How can you work to change negative attitudes in your life?

3. **Discussion Question 2**

- **Due Date:** Day 4 [post to the **Main** forum]
- **Post** your response to this question: Earlier in the course we discussed how someone's inherent traits—such as race, gender, and ethnicity—affect behavior. This week, discuss how sociological factors affect a person's behavior. What sociological factors do you believe affect your behavior the most?

4. **CheckPoint:** Evaluation and Judgment

- **Resource:** Ch. 15 (pp. 561-96) in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Review** pp. 561-96 in the text.
- **Answer** the following questions in 100-200 words each:
 - What are the different ways in which we evaluate people?
 - How do these factors play a role in our expectations of other people?
 - What are the disadvantages of these expectations?

Week Eight

Psychological Disorders and Therapies

- Differentiate between the characteristics of various psychological disorders.
- Discuss the effectiveness of psychotherapy.

ASSIGNMENTS

1. CheckPoint: Psychological Disorders Presentation

- *Resource:* Ch. 13 (pp. 485-25) in *Psychology: An Introduction* (12th ed.)
- **Due Date:** Day 4 [post to the **Individual** forum]
- **Consider** the following scenario: The local community college that you work for is planning a seminar on common psychological disorders and has asked you to organize a presentation.
- **Create** a presentation in Microsoft® PowerPoint® that consists of 10-12 slides and addresses the following:
 - The various types of disorders.
 - At least one example of each disorder.
 - Briefly explain the symptoms, causes, and treatment for each of your examples.
- **Format** citations of original works within the presentation using APA guidelines.

2. Assignment: Diagnosis and Treatment

- *Resource:* Ch. 13-14 (pp. 485-58) in *Psychology: An Introduction* (12th ed.).
- **Due Date:** Day 7 [post to the **Individual** forum]
- **Choose** one of the psychological disorders discussed in Ch. 13.
- **Write** a 750- to 1,050-word paper briefly describing the disorder and detailing the current trends in diagnosis and treatment for the disorder you have chosen.
- **Format** the essay in accordance with APA guidelines.
- **Post** your essay as an attachment.

Week Nine

Interview Profile

- Explain the application of psychology in everyday life.

ASSIGNMENTS

1. Capstone Discussion Question

- **Due Date:** Day 3 [post to the **Main** forum]
- **Post** your response to this question: Do you think it is necessary for a person in your field of study to learn psychology and neuroscience? Explain your answer.

2. Final Project: Interview Profile

- *Resources:* Ch. 5 (pp. 213-19); Ch. 6 (pp. 225-38); Ch. 9 (pp. 330-39); Ch. 11 (pp. 441-46); Ch. 15 (pp. 571-80) in *Psychology: An Introduction* (12th ed.) Appendix A
- **Due Date:** Day 7 [post to the **Individual** forum]
- **Interview** a person you feel comfortable asking about their personality and attitudes.
- **Submit** your Profile Report. For this project you will choose a person who is close to your own age and interview that person to learn more about them. In addition to the interview compare and contrast the responses from your interview with your own responses to the same question. You will report your findings in an informative 1,400- to 1,750-word paper, formatted according to APA guidelines, and containing the following elements:
 - Does the interviewee remember information more accurately if he/she observes the behavior being performed or does he/she prefer to read how the behavior is performed?
 - Does the interviewee prefer studying in a library, or at home where there are background noises and some distractions?
 - Has the person you are interviewing taken the Myers Briggs test? Report the results.
 - Does your interviewee feel these results are accurate? Why or why not?
 - Which experiences does this person feel contributed most in the development of his/her personality?
 - Does this person feel that he/she is self-monitoring in regards to his/her attitudes? How or how not?
 - What does the interviewee feel was the strongest influence on his/her attitudes?
 - What role does your interviewee feel a person's race, gender, or ethnicity play when forming that person's personality and attitudes?
 - Does this person feel he/she is better at tasks when intrinsically motivated or extrinsically motivated?
- **Post** as an attachment.