

Introduction to Psychology

COURSE CODE: PSY1011

COURSE DESCRIPTION

This course introduces students to the fields of study in modern psychology. After this course, students will be able to answer the following questions: What is psychology? What are the methods of investigation in psychology? How is the science of psychology applied to individuals and groups? This course surveys a broad range of content including topics such as learning, cognition, memory, emotion, perception, personality, developmental psychology, stress & health, psychological disorders, and the biological underpinnings of behavior. Credits: 3

COMMUNICATION:

Please use your email in Canvas to contact me throughout this course. I will respond to you within 12 hours of your email. Communication is a graded aspect of the course.

TEXTBOOK: Myers, D.G. & DeWall, C.N. (2016). *Exploring psychology in modules* (10th ed.) New York: Worth Publishers.

- Assignment book or digital substitute.
- Three-ring binder with dividers that includes: *Syllabus, Key term lists, Class notes, Handouts, Assignments*

COURSE REQUIREMENTS:

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

ADDITIONAL EXPECTATIONS

See Addendum A: Course Guidelines document for a comprehensive overview of Landmark College course expectations.

COURSE FORMAT

This college course is designed to offer you the opportunity to learn in an online format. All assignments, etc. will occur online through this course website. Working with your Support Liaison, your class time will be used to complete the work for this course, get extra help, work with peers and perform your presentations. A detailed semester schedule with due dates of work is provided in Canvas. Overall, this course will require a great deal of independence and self-motivation to complete successfully with the goal of preparing you for the next step in your education.

In order to integrate online educational experiences and knowledge, Introduction to Psychology has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

COURSE OBJECTIVES & GOALS

Students who successfully complete this course will:

1. Examine major concepts and theories in the discipline of psychology.
2. Develop an awareness of how the scientific method is used to generate knowledge in the discipline.
3. Begin to understand how psychologists use different methods of data collection to study human behavior, thought and feeling.
4. Begin to think critically about theories in the discipline and to relate theory to experience.
5. Develop strategies for reading, summarizing, and analyzing psychological texts; and for learning and using key terms and concepts.
6. Practice critical thinking when listening to others when participating in class discussions and when completing unit work.
7. Conduct basic library research and utilize APA documentation style.
8. Demonstrate self-advocacy through monitoring own performance, communicating with the instructor, and using campus support services

ADDITIONAL GOALS AND OUTCOMES

See Addendum B: Course Guidelines document for a comprehensive overview of Landmark College course expectations.

COURSE GRADING

Assessment

| | |
|--|------|
| • Course Participation | 15% |
| Based on your attendance, engagement through class discussions, and completion of in-class work. | |
| • Key Terms Wiki Page Entries | 15% |
| Based on your completion of adding at least one entry for each module covered in the course. | |
| • Class Discussions | 25% |
| Based on your completion of the discussions in the course. | |
| • Reflection Connection | 25% |
| Based on your completion of ten reflection connection video assignments. | |
| • Critical thinking paper | 10% |
| Based on your completion of a short research paper critically examining a psychological claim. | |
| • Class presentations | 10% |
| Based on your research and class presentation of a psychological disorder. | |
| Total | 100% |

EXPLANATION OF COURSE ASSESSMENTS AND GRADING CRITERIA

- All assignments must be completed and submitted on time in order to receive full credit. Assignments submitted after the due date do not allow for quick feedback and are therefore worth less in the learning process.
- For each assignment, there will be a cut-off date after which no credit may be earned for late work.
- Discussions consist of an initial discussion post to the topic or prompt and a response to at least one other student.
- Active Reading is a fundamental learning strategy. When completing assigned reading, you will be asked to identify key terms and concepts, practice paraphrasing and summarizing information, relate the content to personal experiences, create examples, and identify your questions.
- Reflection Papers should be typed, double-spaced (Arial or Verdana, 12-point font).
- The Critical Thinking Paper should be typed, double-spaced (Arial or Verdana, 12-point font) and formatted according to the American Psychological Associations guidelines (6th edition).
- In the assignment, include your NAME, and note the DATE submitted.
- The file name should be your last name_date submitted. Example: Ross_09012018. A template will be posted in Canvas that can be used for assignments.
- Extensions: Requests for deadline extensions should be made *2 class days in advance of the due date* in order to be considered for approval.

Landmark College Grading Scale

| Letter Grade | GPA Equivalency | Grade Scale | Definition (credit courses only) |
|--------------|-----------------|-------------|---|
| A | 4.0 | 93-100 | Excellent; distinguished achievement in all phases of the course |
| A- | 3.7 | 90-92 | |
| B+ | 3.3 | 87-89 | Very good; high level of achievement in some phases of the course |
| B | 3.0 | 83-86 | |
| B- | 2.7 | 80-82 | |
| C+ | 2.3 | 77-79 | Fair; basic understanding of subject has been demonstrated |
| C | 2.0 | 73-76 | |
| C- | 1.7 | 70-72 | |
| D+ | 1.3 | 67-69 | Poor; minimal performance |
| D | 1.0 | 63-66 | |
| D- | 0.7 | 60-62 | Passing |
| F | 0.0 | 0-59 | Failure |

WORK COMPLETION

Extensions: Requests for deadline extensions should be made *2 class days in advance of the due date* in order to be considered for approval.

COURSE TOPICS & SCHEDULE

- Unit 1: Introduction/Orientation
- Unit 2: The History and Science of Psychology
- Unit 3: The Biology of the Mind & Behavior
- Unit 4: Human Development
- Unit 5: Learning & Memory
- Unit 6: Stress, Health, & Human Flourishing
- Unit 7: Personality, Psychological Disorders, & Therapy

| <u>Week</u> | <u>Topics</u> | <u>Assigned Readings</u> | <u>Assignments</u> |
|--|---|---|---|
| Unit 1: Introduction/Orientation | | | |
| 1 | What is an online class? <ul style="list-style-type: none"> ● Introductions ● Expectations ● Structure How to be a great student? Time Management | Pages: xiix-iv How to Create an Adobe Spark Account – [Tutorial Video] | Discussion #1: What are your expectations and plans for the class? Reflection Connection #1: How do you plan on managing your time during an online course? What are you most excited about and what are you most concerned about? Orientation activities: <ul style="list-style-type: none"> ● Wiki page practice ● Setup Adobe Spark account and ● Create a 1-2 minute video introducing yourself. |
| Unit 2: The History and Science of Psychology | | | |
| 2 | Overview of Syllabus What is Psychology? | Module 1: pp. 1-13 | Reflection Connection #2: What is your definition of Psychology. Please discuss 2-3 topics you have heard about psychology (either positive or negative) Discussion #2: Discuss two reasons it is important to study psychology? Key Terms Wiki Page |
| 3 | Research Strategies: How Psychologists Ask and Answer Questions | Module 2: pp. 14-30 | Discussion #3a – Replicate the Coin Flip Experiment Discussion #3b– Watch the Milgram Experiment video. Discuss whether you think this study is ethical or not ethical. Reflection Connection #3: Describe the scientific method and how psychologists conduct research. Key Terms Wiki Page |
| Unit 3: The Biology of Mind and Behavior | | | |
| 4 | Neurons & Neuronal Communication | Module 3: pp. 36-40 | Discussion #4 – Watch the Mirror Neuron video. Discuss an example when you think that mirror neurons activated in your own experiences. Critical Thinking Paper - Topic and outline due Key Terms Wiki Page |
| 5 | The Cerebral Cortex and Our | Module 5: pp. 56-64 | Discussion #5 – Watch the Split-Brain Experiment |

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|--------------------------------------|--|---|--|
| | Divided Brain | | video. Discuss your opinion of this video and whether or not you think this is accurate. Key Terms Wiki Page |
| Unit 4: Human Development | | | |
| 6 | Developmental Psychology's Major Issues Infancy and Childhood | Module 10.1: pgs. 120-122 Module 11: pp. 127-146 | Discussion #6 – Discuss the role that theory of mind plays in autism spectrum disorder. Reflection Connection #4: Parenting Styles Key Terms Wiki Page |
| 7 | Adolescence | Module 12: pp. 147-157 | Discussion #7: Erickson's Stages of Psychosocial Development---Provide an example for each stage Reflection Connection #5: Review the stage intimacy versus isolation. Why is this an important stage in Adolescent development? Key Terms Wiki page |
| Spring Break Week 3/15 – 3/22 | | | |
| 8 | Adulthood | Module 13: pp. 158-162 | Discussion #8: Discuss two important changes that occur in males and females during adulthood. Why did you select these changes? Reflection Connection #6: Review the major changes in adulthood, including the applicable state in Erikson's theory. Class Presentation Topic due Key Terms Wiki Page |
| Unit 5: Learning & Memory | | | |
| 9 | Classical Conditioning | Module 19 pp. 246-253 | Discussion #9: In Watson and Rayner's experiments, "Little Albert" learned to fear a white rat after repeatedly experiencing a loud noise as the rat was presented. In these experiments, describe whether you think this experiment was ethical. Do you think there were any adverse effects on Little Albert due to the experiment? Reflection Connection #7: Describe the principles of classical conditioning. Key Terms Wiki Page |

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|--|---|---|---|
| 10 | Operant Conditioning | Module 20 pp. 256 - 262 | <p>Discussion #10: Discuss one or two examples of how reinforcement (including a reinforcement schedule) can help to modify behavior.</p> <p>Class Presentation Draft due</p> <p>Key Terms Wiki Page</p> |
| 11 | Memory | <p>Module 22 pp. 282 - 291</p> <p>Module 23 pp. 292 - 300</p> | <p>Discussion #11: After reading Modules 22 and 23 discuss two strategies you can use to help improve the formation of long-term memories.</p> <p>Reflection Connection #8: Describe how we can move information from short-term memory to long-term memory.</p> <p>Key Terms Wiki Page</p> |
| Unit 6: Stress, Health, and Human Flourishing | | | |
| 12 | <p>Stress and Illness</p> <p>Health & Happiness</p> | <p>Module 33: pp. 405-418</p> <p>Module 34: pp. 419-438</p> | <p>Discussion #12: What do you do to manage stress?</p> <p>Reflection Connection #9: Discuss how health and happiness is related to preventing stress and illness</p> <p>Key Terms Wiki Page</p> |
| Unit 7: Personality, Psychological Disorders, and Therapy | | | |
| 13 | Classic Perspectives on Personality | Modules 38: pp. 492-503 | <p>Discussion #13: Discuss which component of classic theory of personality do you think best describe human personality. Why did you select this theory?</p> <p>Reflection Connection #10: Select one of these theories (Psychodynamic, Trait, or Humanistic); describe the theory and how it helps us understand human personality.</p> <p>Critical Thinking Project Draft Due</p> <p>Key Terms Wiki Page</p> |
| 14 | <p>Basic Concepts of Psychological Disorders</p> <p>Anxiety Disorders</p> <p>Major Depressive Disorder and Bipolar</p> <p>Therapy</p> | <p>Module 40: pp. 528-535</p> <p>Module 41: pp. 536-539</p> <p>Module 42: pp. 545-555</p> <p>Module 44: pp. 570 - 581</p> | <p>Class Presentation due</p> <p>Be working on your final project</p> |

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| 15 | Reading Day Monday and Exams begin on Tuesday (Critical Thinking Project Due on Exam date) |
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PSYCHOLOGY CRITICAL THINKING PROJECT OPTIONS:

Please select 1 option from the list below for your critical thinking project.

When submitting your topic and outline for your final project, please be clear and indicate which option for the critical thinking project you have decided to do.

1. Film Analysis (Psychological Disorders)

- a. **In this assignment, you write a four-page analyzing a psychological disorder as it is portrayed in a film. Each film from the list below depicts a major psychological disorder.**
 - i. In a two-page, typed paper analysis, include the following information:
 - 1. An overview of the film, describing the main characters and defining the disorder depicted
 - 2. An explanation of the symptoms of the disorder, and specific examples from the film of those symptoms
 - 3. Discuss whether the film accurately depicted the disorder. Include specific examples from the film as to why or why not the depiction was accurate.
 - 4. An explanation of the therapist and treatments for the disorder, and specific examples from the film of those therapists and treatments
 - a. One Flew Over the Cuckoo’s Nest
 - b. A Beautiful Mind
 - c. Awakenings
 - d. Rain Man
 - e. Don’t Say a Word
 - f. The Aviator
 - g. Memento
 - h. Regarding Henry
 - i. Sybil
 - j. Girl Interrupted
 - k. Benny and Joon
 - ii. THEN, view another film of your choice (or another from the list above) that depicts a major psychological disorder. In another two-page, typed paper analysis, include the following information:
 - 1. An overview of the film, describing the main characters and defining the disorder depicted
 - 2. An explanation of the symptoms of the disorder, and specific examples from the film of those symptoms
 - 3. An explanation of the therapist and treatments for the disorder, and specific examples from the film of those therapists and treatments
 - 4. Discuss whether the film accurately depicted the disorder. Include specific examples from the film as to why or why not the depiction was accurate.
- b. Your conclusions should explain why you chose these two videos and what connection(s) they have with one another.

2. Video Biographies (Introduction to Psychology)

- a. In a video segment lasting 5-10 minutes, present the life of one of the following people. While presenting 15 facts, and using 4 props, you may do an interview with this person, re-enact parts of their lives, speak as the person themselves, or think of any other way that you can present the life of the person. Only focus on their significance to psychology, not their whole life.
- b. People to choose from:

| | | | |
|---------------|------------------|---------------|----------------|
| Wilhelm Wundt | Edward Titchener | William James | Sigmund Freud |
| John Watson | BF Skinner | Ivan Pavlov | Mary Ainsworth |

Albert Bandura
Phillip Zimbardo

Stanly Milgram
Mary Whiton Calkins

Jean Piaget
Erik Erikson

Abraham Maslow
Carl Jung

Addendum A

Course Policies

TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses.

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

DISCUSSION EXPECTATIONS

Ground Rules for Online Discussions

1. **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. **Use Proper Writing Style:** A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. **Respect Diversity:** Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. **No Flaming:** Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

HOMEWORK POLICY

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor to discuss an Action Plan.

OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

College Policies

STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

1. Honesty: Students will exhibit honesty in academic endeavors and in all aspects of campus life.
2. Safety: Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
3. Understanding: Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
4. Respect for Others: Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
5. Respect for Property: Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
6. Respect for Community: Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

ACADEMIC HONESTY AND PLAGIARISM POLICY

“As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility.”

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: <http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism>

ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>

Addendum B

LANDMARK COLLEGE LEARNING OUTCOMES

| General Education Goal | Course Learning Outcomes (based on GE Learning Outcomes) |
|---|--|
| Critical Thinking (Goal 2) Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. | Examine major concepts and theories in the discipline of psychology. |
| Critical Thinking (Goal 2) Scientific and Quantitative Reasoning (Goal 6) Comprehend and apply the methods of scientific inquiry and engage in quantitative reasoning. | Develop an awareness of how the scientific method is used to generate knowledge in the discipline. |
| Scientific and Quantitative Reasoning (Goal 6) | Begin to understand how psychologists use different methods of data collection to study human behavior, thought and feeling. |
| Critical Thinking (Goal 2) Communication (Goal 5) Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression. | Begin to think critically about theories in the discipline and to relate theory to experience. |
| Critical Reading (Goal 7) Read critically in order to gain disciplinary knowledge and to explore important questions and ideas. Communication (Goal 5) | Develop strategies for reading, summarizing, and analyzing psychological texts; and for learning and using key terms and concepts. |
| Critical Thinking (Goal 2) Communication (Goal 5) | Practice critical thinking when listening to others when participating in class discussions and when completing unit work. |
| Information Literacy (Goal 3) Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically. Communication (Goal 5) | Conduct basic library research and utilize APA documentation style. |
| Metacognition and Lifelong Learning (Goal 1) Sustain an ongoing process of self-reflection, self-awareness and self-advocacy that leads to both self-understanding and the successful management of the skills and strategies of a life-long learner. | Demonstrate self-advocacy through monitoring own performance, communicating with the instructor, and using campus support services |