

PSY101 Introduction to Psychology

(3 credit hours)

Course Syllabus

Course Description

This course is an introduction to psychology as a behavioral science, including historical background, human development (genetic and physical) from birth through death, the senses and perception, intelligence and creativity, and the principles of conditioning, learning, memory, and forgetting.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Describe the major theoretical perspectives in modern psychology including cognitive, behavioral, and social.
2. Categorize examples of various types of psychological research.
3. Recognize and describe stages of human physical and emotional growth and development.
4. Identify the distinctive features of personality formation.
5. Discuss the factors involved in the diagnosis of psychological abnormality.
6. Compare the characteristics of psychodynamic, behaviorist, cognitive, humanistic, and family systems approaches to psychotherapy.

Required Textbook(s) and Resources

Spielman, R. M., Jenkins, W. J., & Lovett, M. D. (2020). *Psychology 2e*. OpenStax.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you

dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course has been designed as a **Position Post** course type.

This means that on **Wednesday** of each week, you will submit a “position post” to the forum in response to a given prompt. Although there is no specific minimum word requirement, your Position Post should:

- Be substantive enough to fully explore the question posed, while being well constructed and free of “filler” language and wordiness,
- Use, and properly cite, outside sources that support your position,
- Include your “Design Statement” that outlines your process for researching and constructing your Position

While **Saturday** assignments may vary, they will generally serve to deepen your understanding and build **connections** with the week’s learning topics. Examples of possible Saturday activities include:

- A second Position Post in response to a new prompt
- Summarizing themes in your peers’ Wednesday Position Posts
- Explaining how peers’ Wednesday Position Posts affect your own thinking about the topic.
- Critiquing and refining your original Post in response to new information (additional readings, etc.).
- *Note: since Saturday activities will vary, be sure to read directions carefully.*

By **Sunday** of each week, you will have a “summative” assignment due where you will **apply** what you learned. This could be an exam, a paper, a presentation, an infographic, etc. Be sure to read directions carefully for the assignment.

Finally, you will be writing a **reflection**, due each **Sunday**, that reflects on your learning. This kind of writing often asks you to think about your own thinking (metacognition) and will include a prompt to which you must respond. It is **not** writing about your feelings. Reflection is often the best way we learn something, so do your best to analyze your own thought processes.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forum Activity 1.1 (n/a) POS Forum Activity 1.2 (40)	POS Forum Activity 2.1 (40)	POS Forum Activity 3.2 (40)	POS Forum Activity 4.1 (40)	POS Forum Activity 5.1 (40)	POS Forum Activity 6.1 (40)	POS Forum Activity 7.1 (40)	280
Quiz Activity 1.3 (5)	Quiz Activity 2.2 (5)	Quiz Activity 3.1 (25) Activity 3.3 (5)	Quiz Activity 4.2 (5)	Quiz Activity 5.2 (5)	Quiz Activity 6.2 (5)	Quiz Activity 7.3 (5)	60
Essay Activity 1.4 (75)	Essay Activity 2.3 (75)	Essay Activity 3.4 (75)	Essay Activity 4.3 (75)	Essay Activity 5.3 (75)	Essay Activity 6.3 (75)	Final Project Activity 7.2 (140)	590
Reflection Activity 1.5 (10)	Reflection Activity 2.4 (10)	Reflection Activity 3.5 (10)	Reflection Activity 4.4 (10)	Reflection Activity 5.4 (10)	Reflection Activity 6.4 (10)	Reflection Activity 7.4 (10)	70
130	130	155	130	130	130	195	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Start Here

MON: Activity 1.1: Course Anticipation

Week 1 – Mind, Behavior, and Psychological Science

WED: Activity 1.1: Course Anticipation – Secondary Response

WED: Activity 1.2: Pseudoscience

SAT: Activity 1.3: Chapters 1 & 2 Quiz

SUN: Activity 1.4: Psychological Perspectives Essay

SUN: Activity 1.5: Weekly Reflection

Week 2 - Neuropsychology

WED: Activity 2.1: Genetics and Behavior

SAT: Activity 2.2: Chapters 3 & 5 Quiz

SUN: Activity 2.3: Impact of Drug Treatments on the Brain Essay

SUN: Activity 2.4: Weekly Reflection

Week 3 - Learning

WED: Activity 3.1: Conditioning

WED: Activity 3.2: Observational Learning

SAT: Activity 3.3: Chapters 6 & 10 Quiz

SUN: Activity 3.4: Theories of Emotion Essay

SUN: Activity 3.5: Weekly Reflection

Week 4 - Cognition

WED: Activity 4.1: Debate: Consciousness - Part 1

SAT: Activity 4.2: Chapters 4 & 8 Quiz

SAT: Activity 4.1: Debate: Consciousness - Part 2

SUN: Activity 4.1: Debate: Consciousness - Part 3

SUN: Activity 4.3: Eyewitness Reliability Essay

SUN: Activity 4.4: Weekly Reflection

Week 5

WED: Activity 5.1: Bias

SAT: Activity 5.2: Chapters 7 & 9 Quiz

SUN: Activity 5.3: Influences on Development Essay

SUN: Activity 5.4: Weekly Reflection

Week 6

WED: Activity 6.1: Big 5 Personality Traits

SAT: Activity 6.2: Chapters 11 & 12 Quiz

SUN: Activity 6.3: Conformity Essay

SUN: Activity 6.4: Weekly Reflection

Week 7

WED: Activity 7.1: Alternative Treatments

THU: Activity 7.2: Final Project

SAT: Activity 7.3: Chapters 15 & 16 Quiz

SUN: Activity 7.4: Weekly Reflection

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.