

# PSY 101: INTRODUCTION TO PSYCHOLOGY SYLLABUS

ANDERSON UNIVERSITY – SOUTH CAROLINA

## I. Course Information

PSY 101 Introduction to Psychology

3 Credit hours

Prerequisites: None

Target student audience: Students planning to major in Psychology and those with an interest in Psychology

Class meetings: Asynchronous

Online time expectations: This is a fully online course. It is posted on Canvas and is constructed with modules that are each a week in length. The due dates for assignments, papers, and discussions will be posted, so make sure to check in and participate in the course regularly. The course is constructed so that each week is a module and contains the materials and assignments that are due in that time period.

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 15-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

### Learner Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

Getting started:

Click on the “Getting Started/Resource” link in your course.

## II. Course Purpose, Student Learning Outcomes, and Course Learning Goals

A. **Purpose.** The purpose of the course is to introduce students to the theories and concepts in the field of psychology. Students will be exposed to theories and research that include biological, cognitive and social perspectives. It is the goal of the course to present these materials in a

manner that the students can recognize and understand, and to help them become aware of how these different factors have an impact on their lives and to prepare them for further study in psychology.

**B. Goals.** The goals are to:

- To recognize the basic elements of the scientific methods as used in Psychology
- Develop an understanding of the many aspects of psychology and how Psychologists construct knowledge in their field
- Develop an appreciation of how knowledge gained in psychology relates to various areas of human behavior
- Develop an understanding of the applied aspects of psychology
- Develop and understand how biological and cultural forces impact our behaviors

**C. Learning Objectives.**

- Gain factual knowledge including terminology and methods
- Learn fundamental principles, generalizations and theories

**Student Learning Outcomes:**

**Course Learning Goals:**

- Students should be able to discuss what it is that makes Psychology a science
- Students should be able to discuss several of the major influences on human behavior

**IDEA Course Evaluation Objectives:**

- Gain a basic understanding of the subject including factual knowledge, methods, generalizations and theories
- Develop skills in expressing yourself in writing
- Learn how to find, evaluate and use resources to explore a topic in depth

### **III. Method(s) Of Instruction / General Operating Procedures**

This course requires a significant amount of reading (and writing).

Students will be expected to compare and contrast the major theoretical modes of personality development as well as relevant research findings and to demonstrate college level thinking and writing skills.

- **Course Organization:** The course is organized in week long segments. Each week begins on a Monday and ends on a Sunday at 11:59PM (Eastern Time). Many online learners like to “work ahead” and “finish first,” because they are motivated and goal- oriented, but this course requires everyone to be “in” the current week. The syllabus will give you an idea of the upcoming activities, but the instructor actively discourages students from working ahead of (or behind) others.
- **Course Format:** This class is “online,” which means that it depends on the online environment to provide students with instruction, to involve students in learning activities, to communicate with students and the instructor, and to assess student performance. Success in this class will depend heavily on the student’s willingness to participate actively, and to do his or her work in a timely manner.
- **Preview** Each module begins with a preview of the Learning Objectives and assignments along with their due dates
- **Discussion questions:** Discussion Questions/Forums are a core aspect of online learning,

and students are expected to read and respond to the forums in the week they are assigned. Each week you are expected to respond to each Discussion Question as well as to respond to the post of at least one classmate. Your initial posting is expected to be submitted no later than **Wednesday evening at 11:59 PM**. After that, I will no longer accept your post to the Discussion Question. After you have posted, you are expected to respond to at least one other posting from a classmate. You will be able to see their postings shortly after you post your response to the discussion question. The forum will close at **11:59PM on Friday evening** at which time you will no longer be able to respond. You will receive up to 15 points for your post and up to 10 points for your response to a classmate. Your scores will be combined and shown as a combined score.

Answer the questions thoroughly. Remember these are not opinion questions but rather your opinion based on your understanding of the course material.

Both your responses to the Discussion Questions as well as your responses to those of a classmate are to be a **minimum of two (2) paragraphs in length and contain at least four (4) complete sentences**. These minimums are to remind you to develop your responses, however, failing to meet them will result in lost points.

Additional guidelines can be found in the Resource section of the course. Your response to a classmate's posting is expected to reflect your critical reading and understanding of the material. E.g. if the question asks if you think it is better to express your angry feelings rather than keep them to yourself, you need to do more than simply agree. That may be a good starting point, but then you must add other reasons to support your opinions. Whether you agree or disagree with their post, better responses will be those that point out material that would have strengthened their argument or articulate points that you had not considered. A strong posting will include posing a question regarding the topic.

#### Discussion Forum Rubric Sample:

Points	15	10	3	0
Quality of Post	Appropriate responses: Thoughtful, reflective, and respectful of others' postings.	Appropriate responses and responds respectfully to others' postings	Responds, but with minimum effort (e.g., begins with "I think ...", has little substance or posts comments such as "I agree with Mary").	No posting.

- **Reading Assignments** are listed in the Calendar as well as the Weekly Preview.
- **Assignments** are listed in Canvas and are due as listed in Canvas. These assignments are designed to help you understand and apply the material being discussed in the text and to prepare you for the tests. Generally, the assignments are due no later than 11:59PM on the Friday of each week. However, the official due date for any assignment is as listed on Canvas. This will allow me time to review the submissions and post both your individual grades as well as to make corrective suggestions if I feel that students are not understanding the material. This format is intended to allow you time to review the material before taking the test. Consequently, I will not accept any assignments after the submission deadline.
- **Weekly Concept Checks**  
As we will learn in the chapter on memory, distributed trials are more effective than massed trials when learning new material. That means that learning is enhanced when you do it over a period of time rather than trying to do it all at once. To encourage you to space out your efforts, there will be a weekly quiz over the material from that week's chapter. These quizzes (Concept Checks) will be short and consist of 10-20 multiple choice questions and are intended to allow you to practice what you have studied before taking the test over that

material and to review any areas in which you might be weak. These are due by Friday night.

- **Term Paper.** The term paper will consist of two parts; the topic and learning to write in APA style. For the topic, you are to pick a topic related to the field of Psychology that interests you. Then you are to write it APA writing style and submit it through Turnitin.com. Further guidelines and the rubric are included in the resource section of the course.
- **Tests.** There will be three tests. Each will consist of two parts; one with multiple choice questions and the second one with short answer questions. Each part will be timed and the number of questions and the time allowed will be posted before each.
- **Final Exam.** The final exam will be cumulative.
- **Reflections** are a summary of my thoughts about the preceding week including areas in which the class did well, explain concepts that seem to be more difficult and as well as those areas which I think you might want to review again before taking the test

#### **IV. Content Outline / Course Calendar**

Although the requirements outlined above constitute all the graded requirements, I intend for this course, I reserve the right to alter, add to, or delete requirements according to my judgment regarding what is best for the educational purposes of this particular class. Changes in the requirements stated above and their influence on the final grading structure will be discussed in advance.

#### **V. Assignments; Method(s) Of Assessing Achievement of Student Learning Outcomes; Student Feedback and Grading Policies and Procedures**

##### **GRADING CRITERIA:**

Obtaining an “A” in an undergraduate university course should reflect consistently excellent work and should not be easily achieved. Therefore, if you would like to earn an “A” in this class, you should be prepared to do superior work. Please consider the following explanations below:

- 90% and above = An “A” student: This student exhibits superior work that demonstrates a precise and excellent understanding of course material, including insights & applications, shows initiative, connects past learning with present material; turns in assignments that are well prepared and submitted on time. He/she, always does his/her best!
- 80-89% = A “B” student: exhibits work that is good without serious flaws; is prepared, reads assigned materials; has good study and time management skills; asks questions when something is not understood; turns in assignments that are well prepared and on time. He/she always tries to do his/her best!
- 0-79% = A “C” or Lower student: exhibits work that is poor to average; work meets some of the requirements but has deficiencies and needs improvement in several or many areas, does not consistently read the assigned materials; crams for exams and/or has problems with time management; and, behave as if they just want to “pass” the class.

##### **Grading Policy**

The Behavioral Sciences Department uses a 10-point scale to assign grades. This means that:

- |   |              |
|---|--------------|
| A | (90% - 100%) |
| B | (80% - 89%)  |
| C | (70% - 79%)  |
| D | (60% - 69%)  |

F (0 -59%)

Guidelines and rubrics can be found in the Getting Started/Resource section of the course.

### GRADING POLICY

Discussion Questions, assignments	– 30%
Three Online Tests (3 tests x 100 points each)	– 20%
Concept Checks (weekly)	- 15%
Term paper	- 20%
Final Exam	– 15%

Each of the three tests will have time limits. These limits will be posted before the beginning of each test. I will leave the tests open all week so that you may take them as you feel prepared. However, you will only have one opportunity to take each test. There is a lot of material contained in each chapter and you can reasonably expect to spend 6-8 hours/week on this course.

**Extra credit.** I generally do not provide opportunities for extra credit for the following reason. You have ample opportunity during the term to accumulate points toward your final grade. I prefer that you spend your energy keeping up rather than trying to catch up; it is too fast paced. Extra credit means extra work and it has been my experience that those students who have difficulty completing assignments in a timely manner, rarely have the time to complete additional work in a quality manner. However, I will 5 additional points for Term Papers that are submitted 3-5 days early.

Assignments occur in each week and will involve using the course learning and applying it to situations.

**Student Feedback.** You can expect me to respond to emails within 24 hours. If it is a personal question, you can contact me through email. If it is a question that you feel would benefit the entire class you can post it in the “Got a Question” section in the Resource section of the course. I grade the assignments and Discussion Questions toward the end of each week and provide general feedback via my weekly “Reflections” posts. You can access your grades at any time by logging into Canvas.

## VI. Computer and Information Technology Use

### Technology Expectation:

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

### University Email:

All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

### Technical Support:

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

#### Course Related Support:

If you encounter problems in your online or blended course beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <http://www.aucidl.com>

CIDL Phone: (864) 231-2199

## VII. Course Policies

### **Disabilities and Academic Adjustments Policy:**

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

### **Academic Honesty:**

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty’s expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (Excerpt from AU Catalog)

**Participation Policy:** This course requires each student to be “in” the current week.

**Late Work Policy:** The assigned material is posted each week along with the due dates. With the exception of the three quizzes and the Final Exam, all assignments are due on Friday evenings. I do not accept late work.

### **Withdrawal Policies**

Withdrawals (late or otherwise) cannot be approved or given by the instructor. All withdrawal requests must be submitted to the Registrar. Once the withdrawal deadline has passed, any requests for late withdrawal from the course must be submitted to and approved by the Department of the Department of Arts and Sciences and the University Provost.

**Notifying your instructor of your circumstances and your intentions to withdraw does not constitute a withdrawal.** All necessary documentation must be submitted to the appropriate offices before a withdrawal can be granted.

### **VIII. Other Learning Facilities and Resources Pertinent to Course**

Thrift Library

Hours are posted at <https://www.andersonuniversity.edu/library> (Closed on all university holidays.)

Bunton Lab

Located in Thrift Library, 2nd floor.

The Writing and Multi-Media Center

AU Writing Center is available to on-line students.

Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com>. If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment". Instructions for setting up an account are provided on the page.

The Center for Student Success

Located in in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.

For APA writing style

- The Writing Center
- Apa.org
- owl.english.purdue.edu

AU Writing Center is available to on-line students