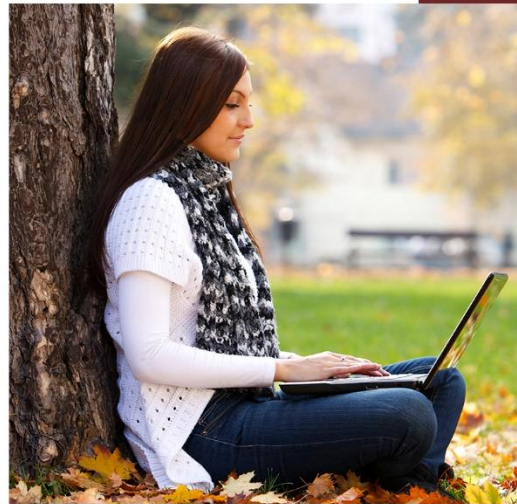
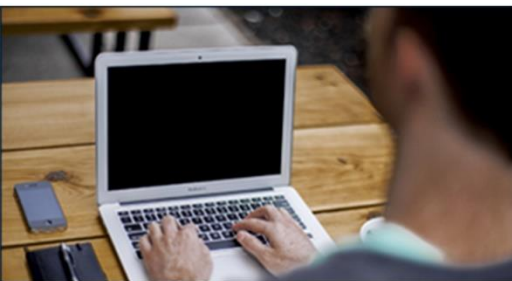


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



PSYC 101 Introduction to Psychology
Fall 2020

PSYC 101 Introduction to Psychology

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and **has Sunday/Thursday deadlines each week**. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Instructor: Penny Webster, Ph.D.

Email: penelopew@andrews.edu

Phone: +27-21-856-2403 (Note time zone difference: ET +7 hours) If you wish to talk with me, let me know a time that will work for you and we can set up a Zoom meeting, Skype call, or Whatsapp (+27-71-078-7198) at a mutually suitable time.

Communication with your Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that I will respond to an e-mail message from you within *one (1) business day* during the week, but may not be available on the weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Questions regarding course content	penelopew@andrews.edu	+27-71-078-7198
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Technical assistance with LaunchPad	bfw.technicalsupport@macmillan.com	1-800-936-6899
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

Required Text/Material

The required text for this course is an **e-book, embedded in its companion workbook, LaunchPad**, which contains assigned interactive learning activities.

Myers, D. G., & DeWall, C.N. (2019). ***Exploring Psychology***, 11th edition. ISBN: 9781319127787 Purchase directly from the publishers' website (this is the most economical option).

New to this 11 edition of our text is the fact that you can download the e-book for offline reading, and that you can also link in to an audio version of the text and listen to the content! Fun ways to interact with the course content.

OR

Should you prefer to use a print copy of the textbook, note the following option as you purchase:

Loose leaf sheets copy (most economical print version):

Myers, D. G., & DeWall, C.N. (2019). ***Exploring Psychology***, 11th edition, **with LaunchPad access code**. ISBN: 9781319127763

NOTE: *It is most important that if you choose to purchase a print textbook to **make sure that your purchase comes with a LaunchPad access code**—which may not be so if you purchase a used book or perhaps choose to rent a book! You will need this **access code** to register on the LaunchPad companion workbook site for this course.*

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend a minimum of 135 total hours on this course. This translates to a steady 8-10 hours each week. It is very important that you budget and distribute your time well, setting aside at least three work 'sessions' each week. 'Distributed practice' has been shown to greatly improve learning. Plan for the time you will need to carefully read/study through your course content and text chapters, for participation in the learning activities and discussion forums, and for taking chapter quizzes, midterm and final exams. Set your own deadlines well ahead of those stipulations. Remember, it is always an advantage to work ahead!

A recommended weekly schedule to divide your time is provided:

Readings: 3 hours

Lecture Overview: 30 mins

LaunchPad Assignments: 2 hours

Interactive Discussions: 30 mins

Weekly Quiz: 1 hour

Weekly work towards Final Group Project: 1 hour

Regular revision in advance preparation for quizzes and exams: 1 hour

Program Learning Outcomes (PLO)

1. Students will think critically about human thought and behavior in individuals, social-cultural, and ecological systems. (Introductory level)
2. Students will write effectively about theories, data, and research in the behavioral sciences. (Introductory level)

Student Learning Outcomes

Outcome	Learning Activities	AU UFOs
1. Develop an appreciation for how 'fearfully and wonderfully made' God's human creation is by examining the intricacy and complexity evidenced in human behavior, thought-processes, and emotions.	Chapter overviews Weekly class emails Biweekly discussions/ Reflective blog	IS.FND.4
2. Evaluate claims about human behavior using knowledge of psychology, the scientific method and an integration of biblical foundations.	Chapter overviews Weekly class emails Launchpad activities Discussions/Reflective blog	FI.FND.3
3. Gain an understanding of the concepts and terms in the many areas of psychology, including: significant schools of psychology, research methods, sensation, perception, learning, memory, thinking, language and intelligence, human development, emotions, stress and health, personality, social psychology, psychological disorders, and psychotherapies.	Weekly readings Launchpad activities Weekly quizzes Group Presentation	EC.FND.1 IS.FND.2b IS.FND.8c
4. Become aware of the major psychological approaches to the study of behavior and mental processes.	Chapter 1 (history) Emphasis throughout of broad biopsychosocial approaches	IS.FND.8a
5. Become familiar with major research findings and theories of the field.	Weekly readings Launchpad activities Weekly quizzes	EC.FND.3 IS.FND.1 IS.FND.8a
6. Understand that theories and principles of psychology apply to everyday behavioral issues.	Launchpad activities Weekly emails Biweekly discussions	EC.FND.2
7. Apply psychological principles to your own life to gain a better understanding of human diversity, developing a better acceptance of yourself and others.	Biweekly discussions Reflective blog	EC.FND.5 IS.FND.8b IS.FND.8d

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the online course materials in LearningHub, participation in interactive learning exercises on the LaunchPad companion workbook site, bi-weekly forum discussion posts and responses to classmates, a group presentation, a reflective blog, weekly lesson quizzes, and two exams. *Regular participation* in the course is *essential* to good performance.

Technical Requirements

- It is vital that you have a consistent, reliable Internet connection (DSL, LAN, or cable connection desirable).
- Recommended that you have a back-up plan (i.e. access to a computer lab, or a library that may have a computer and WiFi) that you may use temporarily should you experience any outage or disruption to your regular service

- **Chrome** (Chrome 28 and above) or Firefox (Firefox 13 and above) are the best choices among browsers. Problems may occur with assignments when a not fully-compliant HTML5 browser is used (like MS Edge, Internet Explorer or Safari)
- If you have any questions regarding content of the course, please contact Dr Webster (penelopew@andrews.edu).
- If you have technical questions regarding **LearningHub**, contact dlit@andrews.edu OR call 269-471-3960.
- If you have technical questions regarding **LaunchPad**, click on the “Help” tab in the top right corner of the LaunchPad home page, OR contact bfw.technicalsupport@macmillan.com OR call 1-800-936-6899.

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. ***Please use your Andrews username and password for all communications to do with this course.*** This is the address to which all communications to you will be sent.

You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

LaunchPad Access

This course uses LaunchPad for your interactive materials.

To access LaunchPad, click on the link in your course. Follow the instructions for getting access to your materials. You will need an access code that can be purchased with the new textbook or from the publisher website: <https://store.macmillanlearning.com/us/>

Step by Step Instruction

- Access Publisher/Launch Pad Materials
- Click on the link
- Click “here”
- Put in AU email address
- Click Submit
- Check mark “I have read the Legal Terms”
- Click “I agree to the Legal Terms”
- Put in your name and password
- Reenter your information
- Click Register
- Put in the purchased passcode

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week and complete the week's tasks *before the **Thursday deadline***. You are expected to “show up” to class by interacting in the bi-weekly discussion forums by the Sunday of the week in which they are assigned. In addition, LaunchPad assignments and a Lesson quiz are due regularly each week.

Reliable, consistent and adequate Internet access for the duration of the course is critical for your participation. Have a back up plan in place (i.e. a library) to ensure a reliable connection.

To be successful, plan to spend time daily on the course. **The schedule is provided in advance so you may read and work ahead if you need to accommodate personal scheduling.**

Your dedication, professionalism, and excellence in study skills habits are necessary. Activity and assignment details will be explained in detail within each week.

Assessment Descriptions

Engagement each week on LearningHub follows a three-part sequence (Engage-Explore-Evaluate):

ENGAGE

- A short video lecture overview on Learning Hub introduces the material in each lesson module
- A chapter in your text is assigned for careful reading through
- A PowerPoint presentation located on Learning Hub illustrates and visually outlines key concepts in point form. The PowerPoints also provide a good outline of content for review.

EXPLORE

- In this section, a URL will link through to LaunchPad on the publishers' website, which contains access to an e-book, interactive learning materials, video clips, and a self-check quiz.
- **50 total points** for each lesson are accumulated by participating in all learning activities assigned in LaunchPad.
- A short 10 question self-check quiz in LaunchPad, as a final assignment, will help you test your own learning for each lesson—before proceeding on to take the closed-book Lesson Quiz under EVALUATE in LearningHub.
- In working through the participation activities in LaunchPad, reference to and use of the textbook (or e-book) is encouraged.

EVALUATE

- *Discussion Forums:*
Bi-weekly through the semester questions are posed in a discussion forum (See fuller detail under [Discussion Guidelines, Rubric and Topics](#)).

You are encouraged to reflect on all the questions provided, and choose ONE on which you will post your thoughts, perspectives, observations and key learnings (A total of **20**

points is available bi-weekly). Your initial post (12 points) is to be made no later than Sunday 11:55 pm each week. After reading over several posts submitted by your classmates in your discussion group, you will choose ONE (or more) to which you will give your thoughtful response (total of 8 points possible), no later than the weekly deadline of **Thursday 11:55 pm**. Further instructions for each discussion are included on the discussion forum tab in Learning Hub.

- *Reflective Blog:*

In the final week you will have the opportunity to journal your reflections (**50 points**) on what you found personally significant and/or of practical value in what you have learned from the content covered in this course (more detail in the **Reflective Blog** in Week 15 in LearningHub)

- *Group Presentation:*

With a partner or in a small group of three, you will collaborate to develop a group presentation (video, Power Point, Google Slides, or Prezi presentation) based on a topic within the course. (**100 points**) (See fuller detail under [Group Presentation Guidelines, Rubric and Topics](#)).

- *Weekly Quizzes:*

- A closed-book weekly quiz (**50 points**) provides the opportunity to assess learning on each week's lesson.
- You will have one attempt and a 1 hour time limit to complete each quiz. Note that this quiz closes at the weekly deadline of Thursday 11:55 pm (ET).
- Each 50 point weekly quiz will include:
 - 40 Multiple Choice questions (1 point each);
 - 2 short Essay-type questions (5 points each)
- Within LaunchPad you will find **optional** LearningCurve assignments for each chapter section that you may find helpful to engage with in reviewing chapter content. Questions are given to help you test your knowledge, and should you not get the right answer, you can opt for a hint, or be taken to the source in your text to review. A good way to use the testing effect to prepare for your weekly lesson quiz in LearningHub!
- You may review your quiz attempt (and receive feedback) after the quiz is closed and graded, usually by the beginning of the week following the due date.
- The lesson quizzes at the end of each week are 'closed book'/on-your-honor assessments. *This means that you will take them under test conditions. They are provided to establish what you have learned from engagement in the previous two sections.*

- *Mid-term and Final Exams (120 points each).*
 - At midterm and at the end of the course you will complete an exam. You will have 2 hours (120 mins) to complete each exam, which will be comprised of 100 MC questions (1 point each) and 4 short essay-type questions (5 points each).
 - Exams will follow the same format (MC/essay questions) as the weekly quizzes
 - Exams are to be taken under the supervision of a proctor and under 'test' conditions (see 'Exams' below)
 - **Lessons 1-7** must be completed before the **mid-term exam** (over material in Chapters 1-7) is taken
 - **Lessons 8-15** must be completed before the **final exam** (over material in Chapters 8-15) is taken.

Exams

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule for PSYC 101 Intro to Psychology:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings Overview & Text (Exploring Psychology) (PLO 1; CLO 1, 2) [Engage]	Assignments	
			LaunchPad (PLO 1; CLO 3, 4, 5) [Explore]	LearningHub (PLO 1, 2; CLO 1, 3, 6, 7) [Evaluate]
Intro 1 Aug 24-27	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
2 Aug 28 – Sept 3	Lesson 1: Thinking Critically with Psychological Science	Lesson 1 Overview in LHub Ch 1 Lesson 1 PPT	LaunchPad Ch 1 participation assignments	(Introductions/Meet & Greet) Lesson 1 quiz
3 Sept 4-10	Lesson 2: The Biology of Behavior	Lesson 2 Overview in LHub Ch 2 Lesson 2 PPT	LaunchPad Ch 2 participation assignments	Lesson 2 quiz Discussion forum 1
4 Sept 11-17	Lesson 3: Consciousness and the Two-track Mind	Lesson 3 Overview in LHub Ch 3 Lesson 3 PPT	LaunchPad Ch 3 participation assignments	Lesson 3 quiz (Groups formed for Group Presentations)
5 Sept 18-24	Lesson 4: Developing Through the Lifespan	Lesson 4 Overview in LHub Ch 4 Lesson 4 PPT	LaunchPad Ch 4 participation assignments	Lesson 4 quiz Discussion forum 2
6 Sep 25 - Oct 1	Lesson 5: Sex, Gender, and Sexuality	Lesson 5 Overview in LHub Ch 5 Lesson 5 PPT	LaunchPad Ch 5 participation assignments	Lesson 5 quiz
7 Oct 2-8	Lesson 6: Sensation and Perception	Lesson 6 Overview in LHub Ch 6 Lesson 6 PPT	LaunchPad Ch 6 participation assignments	Lesson 6 quiz Discussion forum 3
8 Oct 9-15	Lesson 7: Learning	Lesson 7 Overview in LHub Ch 7 Lesson 7 PPT	LaunchPad Ch 7 participation assignments	Midterm Exam (Chs 1-7)
	PROCTORED Exam 1 (midterm) Review: <i>Exploring Psychology</i> , Chs 1-7			
9 Oct 16-22	Lesson 8: Memory	Lesson 8 Overview in LHub Ch 8 Lesson 8 PPT	LaunchPad Ch 8 participation assignments	Lesson 8 quiz (Group Presentation topic due)
10 Oct 23-29	Lesson 9: Thinking, Language & Intelligence	Lesson 9 Overview in LHub Ch 9 Lesson 9 PPT	LaunchPad Ch 9 participation assignments	Lesson 9 quiz Discussion forum 4
11 Oct 30 - Nov 5	Lesson 10: Motivation & Emotion	Lesson 10 Overview in LHub Ch 10 Lesson 10 PPT	LaunchPad Ch 10 participation assignments	Lessons 10 quiz
12 Nov 6-12	Lesson 11: Stress, Health & Human Flourishing	Lesson 11 Overview in LHub Ch 11 Lesson 11 PPT	LaunchPad Chs 11 participation assignments	Lesson 11 quiz Discussion forum 5

Week	Lessons	Readings Overview & Text (<i>Exploring Psychology</i>) (PLO 1; CLO 1, 2) [Engage]	Assignments	
			LaunchPad (PLO 1; CLO 3, 4, 5) [Explore]	LearningHub (PLO 1, 2; CLO 1, 3, 6, 7) [Evaluate]
13 Nov 13-19	Lesson 12: Social Psychology	Lesson 12 Overview in LHub Ch 12 Lesson 12 PPT	LaunchPad Ch 12 participation assignments	Lesson 12 quiz Group Presentation DUE
14 Nov 20-26	Lesson 13: Personality	Lesson 13 Overview in LHub Ch 13 Lesson 13 PPT	LaunchPad Ch 13 participation assignments	Lesson 13 quiz Discussion forum 6 Due Friday, Nov 27 at 5pm
15 Nov 27 - Dec 3	Lesson 14: Psychological Disorders	Lesson 14 Overview in LHub Ch 14 Lesson 14 PPT	LaunchPad Ch 14 participation assignments	Lesson 14 quiz Reflective Blog
16 Dec 4-10	Lesson 15: Therapy	Lesson 15 Overview in LHub Ch 15 Lesson 15 PPT	LaunchPad Ch 15 participation assignments	Final Exam (Chs 8-15)
	PROCTORED Exam 2 (Final) Review: <i>Exploring Psychology</i> , Chs 8-15 Exam must be completed by <u>no later than Thursday, December 9, 11:59 pm</u>			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
20%	Participation in all assigned learning activities in LaunchPad
10%	Discussion board postings and responses to classmates
5%	Reflective Blog
10%	Group Presentation
25%	Lesson quizzes (closed-book tests)
15%	Midterm exam
15 %	Final semester exam
100%	Total percent possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/webimsc/moodle/public/incompletes.html>.

Late Work

Late work is not accepted. All work is due in the week it is assigned, with the final deadline for each week being Thursday 11:55 pm (ET). Biweekly there will be a Sunday deadline (11:55 pm) for the initial posting on the discussion forum.

Only in the event of extenuating circumstances (such as illness) will consideration be given to an extension or granting of partial credit. **Please take note: In this online course it is possible to work ahead on assigned tasks. If you anticipate events that may be going to disrupt your plans and routine—rather be early than late!**

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Further Resource

Myers, D. & Jeeves, M.A. (2003). *Psychology through the eyes of faith*. New York: HarperCollins Publishers. *[This little book is a compilation of essays on topics covered in the scope of an introduction to psychology text that you may find interesting reading]*