



2800 Palmyra Road • Hannibal, MO 63401 • 573-221-3675 • www.hlg.edu

The mission of Hannibal-LaGrange University is to provide an excellent education in both liberal arts and professional disciplines in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for personal and career effectiveness.

PSY113 General Psychology Fall 2020

Instructor Contact Information

Instructor: Steven L. Voss, PhD, LMFT,. Associate Professor of Psychology

Office number: Burt ADM 201-B

Office hours: Scheduled office hours are listed below. Other hours may be available by appointment.

Monday	Tuesday	Wednesday	Thursday	Friday
2:30 – 5 pm	9:30-10:30 am	2:30 – 3:30 pm	9:30-10:30 am	1:00 – 2:30 pm

Contact information: Office phone 573-629-3017; e-mail svoss@hlg.edu (email is best)

Classroom number: Burt ADMN 129

Class days and time: MWF 8:00 -8:50 a.m.

Course Description: PSY 113: General Psychology (3 hours)

Introduces the field of psychology. Gives attention to important psychological concepts, research, and basic principles of human behavior and experiences as exhibited in a social and cultural context. Offered fall and spring semesters.

Prerequisite/Co-requisite: none.

Mode of Delivery: This course meets three days per week (MWF in Burt 216) and is a lecture style class but includes discussion, video and occasionally may include a guest speaker.

Required Text(s) and Material(s):

Myers, D. G. & DeWall, C. N. (2019). *Exploring Psychology* (11th ed.). New York, NY: Worth. ISBN: 9781319104191

Moes, P. & Tellinghuisen, D. J. (2014). *Exploring psychology and Christian faith: An introductory guide*. Grand Rapids, MI: Baker. ISBN 978-0-8010-4926-2

Additional Suggested Resources:

A suggested reading list for additional reading and extra credit is available in a separate document. It is on the portal and is titled *Extra Credit Reading*.

You may find these sources helpful for reading about the integration of psychology and theology/Christianity. They are available in our library. Ask the librarian for how to find them. They will be in periodicals.

The Journal of Psychology and Theology
The Journal of Psychology and Christianity

Web sites:

The Christian Association for Psychological Studies (<http://caps.net/>)

The American Psychological Association (www.apa.org)

The following is an e-book available on google. **Psychology & Christianity Integration: Seminal Works that Shaped the Movement** edited by Daryl H. Stevenson, Brian E. Eck, Peter C. Hill.

<http://books.google.com/books?hl=en&lr=&id=eZ182Y7c0owC&oi=fnd&pg=PA21&dq=integration+of+psychology+and+christianity&ots=z4wNuiwT1q&sig=cXUsi8zcYv8qfCgYxZDTH3FRKko#v=onepage&q=integration%20of%20psychology%20and%20christianity&f=false>

Course Learning Objectives

For the LORD gives wisdom; from his mouth come knowledge and understanding.

Proverbs 2:6

¹⁷ To these four young men God gave knowledge and understanding of all kinds of literature and learning. And Daniel could understand visions and dreams of all kinds. Daniel 1:17

Course Objectives:

1. Define psychology and trace its historical roots.
2. Describe the relationship between psychological theories and scientific research.
3. Distinguish between the major methods of psychological research.
4. Outline the function of the nervous system and how it relates to behavior.
5. Gain a broad understanding of the various areas of psychological enquiry and be able to discuss major issues in each area.
6. Provide critique of the field of psychology through both a secular and biblical world view.
7. Distinguish between scientific psychology and "pop" psychology.
8. Enhance student skills in critical thinking, discussion, increase understanding about research, and increase writing skills.
9. Become familiar with various kinds of mental disorders and how they are treated.

10. Know where to turn for help for oneself or for another person who needs counseling or psychiatric help.
11. Describe the interaction of physical, psychological, and social aspects as they influence health.
12. Develop a basic understanding of culture and its relationship to behavior.
13. Know the focus of each of psychology's current perspectives.
14. Grow in personal self-awareness.
15. Describe what it means to be human from a biblical and psychological perspective.

NOTE: The basic knowledge base for these objectives is assessed for majors in an exit exam during their senior year. (SLI Objective #1)

Course Policies

Academic Integrity: Students are responsible for upholding the HLGU Honor Code. Cheating, plagiarism, or other violations of the Honor Code will not be tolerated. Consequences for Honor Code violations are outlined in the *HLGU Student Handbook* at <http://www.hlg.edu/campuslife/downloads/student-handbook.pdf>. Students who are placed on probation or suspension or who have been dismissed may appeal by following the procedures as outlined in the *HLGU Student Handbook*.

Plagiarism: Plagiarism is one person's stealing the words or ideas of another and presenting them as his or her own. Plagiarism will not be tolerated in this class. A student who plagiarizes will receive a grade of 0 on the assignment involved. A second offense will result in a semester grade of F.

Late Work Policy: Exams can be made up if the absence is school related (sports, music, special events). If the absence is not school related, you are entitled to one make up exam. This can be adjusted in some situations. For example if you are sick, or if there is a family emergency. Please talk to your professor. Covid-19 symptoms, illness, or quarantine will be worked with on a case by case basis. Documentation of illness will be required. In general, if you are sick, let me know and let your RA know so it can be verified. Staying home while sick is a healthy choice. Quizzes will not be able to be made up unless your absence is school related. Writing assignments may be turned in late but will be docked one letter grade.

Attendance Requirements: You are expected to be in class. Absences will hurt your grade as some assignments cannot be made up. You are preparing for the job market and letters of reference are important. If you want a good letter, be in class! Excessive absences will be reported to financial aid, coaches, or others with whom you are responsible.

Tardiness: Roll will be taken each day. You are expected to be on time. You are developing habits that will go with you in your profession so please be on time. Excessive tardiness may result in point deductions. Being late to class will not boost your reference letters when you want them for job or graduate school applications.

Technology Use: Please turn off all cell phones when entering the classroom. Please place them in your backpack, purse, or pocket immediately upon entry into the class. I don't want to see cell phones out once you enter the room. Seeing a cell phone out in class may result in the device being deposited in a container kept by the professor for the duration of the class. If you have a critical situation that requires that someone contact you, **please inform the instructor ahead of time so you can be granted permission to leave your phone on.** Anyone who has a phone go off in class may be docked 10 points per occurrence. These points will be docked from your next assignment. This could cause an exam to drop a whole letter grade or lead to a 0 on a quiz. Laptops and tablets are permissible for note-taking only. Internet browsing, game playing, etc... may result in losing your ability to use your laptop in class or even your ability to attend class. A visit to the dean will likely follow so that you can explain why you pay thousands of dollars for classes but instead of engaging in the class, you choose to play games or peruse social media. If you want to use your laptop for notetaking, you may be asked to sit toward the front or middle of the class. Laptops will not be permitted to be open in the back rows of the classroom.

Note for Students with Disabilities: Note for Students with Disabilities: If you have a special need, as addressed by the *Rehabilitation Act of 1973, Section 504*, please notify the instructor at the beginning of the course. In order for reasonable accommodations to be provided, the student must provide appropriate documentation to the disability services coordinator, Academic and Career Services Office, Woodrow W. Burt Administration Building, 2nd Floor, 573-629-3016.

Grading:

Assessment of Student Learning:

Grades will be based on the accumulation of points.

Quizzes(~15 @ 10 pts)	150 points
Supplemental text (10 @ 15)	150 points
Exams (4 @ 70)	280 points
Final Exam	100 points

Total Points	680 total points plus "short assignments"

Grade Scale

Letter Grade	Percentage Grade Scale
A+	100-99
A	98-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-0

Course Assignment Descriptions

Note: In general, university courses require a minimum of two hours of homework for each hour of class time.

Description of Assignments:

1. The supplemental text contains topics that span much of the subject field of psychology. The readings provide reflective and critical thinking exercises to sharpen our thinking about psychology, behavior and faith. You will be assigned 10 chapters and required to complete the assignment each time it is given. Specific requirements for each chapter may vary. Be in class to know what will be required.
2. There will be four exams, each worth 70 points. You may only make up one exam and this is intended for those who were sick or had to be away due to family or emergency reasons. It must be scheduled with the professor. If you miss more than one exam, you will not be able to make it (them) up (except for special circumstances on a case-by-case basis). An exception to this is if your absence is due to a school related activity. In this case, the exam can be made up if **you let the instructor know in advance (in writing) that you will be gone**. Exams may consist of any combination of multiple choice, matching, short-answer, and/or essay questions.
3. Class attendance and participation is expected.

4. There will be approximately 15 quizzes that will generally cover the reading but may also include notes from previous lectures or video tapes. They may or may not be announced. **There will be no make-ups for missed quizzes (unless it is a school sanctioned activity that requires your absence).** Keep up in your reading for each day.
5. There will be a final comprehensive exam given during finals week. It will be worth 100 points.
6. There will be occasional “short” assignments completed in class or given out in class for you to complete and return the next class period. They will vary in worth from 5 – 15 points. They will correlate to in-class activities and/or be related to the supplemental reading. If you miss, they cannot be made up. School related absences are an exception in which an alternative assignment may be given. These may include short quizzes from readings in the supplemental text.

Extra-Credit Work: One extra credit project is available per student. The project will consist of a reading report. Details are available by checking with the professor.

Reporting of progress/student feedback

Students are encouraged to take responsibility and keep track of their accumulated points based on assignments that are returned. If there is a question about a grade, a student can contact their professor. Grades will be posted to the portal in a timely fashion (usually within one week). To help you track your own grades, you could create an excel worksheet that would add your scores and keep a running total of your points and your current percentage.

Please contact the instructor if you need additional academic support in this course.

You may access your final grade in this course via the student portal, after you have completed the course evaluation.

Study Habits

A "full" course load is considered to be 15 credit hours per semester. National accreditation committees -- the people whose "stamp of approval" gives meaning to a college or university degree -- base this on the assumption that students study at least two hours outside of class for every hour they are in class. Most of your college courses, including this one, will be based on this assumption. Thus, for a three hour class such as this, you should expect to work at least 6 hours out of class and three hours in class for a total of 9 hours per week. Notice that a person who takes a 15 hour course load is committing to be involved in school 45 hours each week, which is why 15 hours represents a full schedule; it is the same as a full time job plus overtime. The minimum time required to be successful in this course will be two hours of quality study for each class period. More specifically, to be successful, you should do the following:

1. Read the assigned readings before we discuss them in class. This way, you can ask questions when we are going over the material.
2. Come to class each time we meet. Pay attention, ask questions, and enjoy yourself.

3. Reread those sections that you did not feel you understood well. Ask questions about the material. Write the questions in the margin of your text so you don't forget to ask. Use a high lighter as you read.
4. Spend at least 6 to 9 hours each week preparing for class. Students who do this are much more likely to learn the material.
5. Read every day. Don't try to cram the reading in the night before class or the weekend before the exam. Scheduling will be important.
6. Pay attention to due dates and mark them on your calendar, then consult your calendar daily, making sure to look ahead at the upcoming assignments. Don't wait until the last minute to do an assignment.
7. Learning is fun. Ask questions about the material as you study. Get involved with the subject, with the author, disagree, argue, ask questions, ask for clarification, agree and think about why, etc... Learning is exciting and you are fortunate to be in school. There are millions of people throughout the world who wish they had the opportunity that you now have. Enjoy it; take advantage of this opportunity.

Consider the following:

The following scenario has been handed to me and though I don't know the source, it seems to be roughly accurate.

If we could, at this time, shrink the earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

- * The village would be made up of 57 Asians, 21 Europeans, 14 from the Western Hemisphere (both North and South America), and 8 Africans.
- * 70 would be non-white, 30 white.
- * 70 would be of a non-Christian religion, 30 would claim to be Christian.
- * 6 people would control 50% of the entire wealth, and all 6 of them would be from the United States.
- * 70 would be unable to read.
- * 50 would suffer from malnutrition.
- * 80 would live in substandard housing.
- * 1 would have a college education.

As you can see, being in college is a rare opportunity. Please make good use of your time and ability!

CHOICES OF SUCCESSFUL STUDENTS

SUCCESSFUL STUDENTS...	STRUGGLING STUDENTS...
1. ... ACCEPT SELF-RESPONSIBILITY , seeing themselves as the primary cause of their outcomes and experiences.	1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. DISCOVER SELF-MOTIVATION , finding purpose in their lives by discovering personally meaningful goals and dreams.	2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
3. ... MASTER SELF-MANAGEMENT , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ... EMPLOY INTERDEPENDENCE , building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).	4. ...are solitary, seldom requesting, even rejecting offers of assistance from those who could help.
5. ... GAIN SELF-AWARENESS , consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ... ADOPT LIFE-LONG LEARNING , finding valuable lessons and wisdom in nearly every experience they have.	6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ... DEVELOP EMOTIONAL INTELLIGENCE , effectively managing their emotions in support of their goals and dreams.	7. ...live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.
8. ... BELIEVE IN THEMSELVES , seeing themselves capable, lovable, and unconditionally worthy as human beings.	8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Source is: <http://www.oncourseworkshop.com/On%20Course%20Principles.htm>

Course Outline

The following schedule is tentative. It is the plan, but is subject to change. Your attendance is important in order to learn of any schedule adjustments. Readings below are listed by the main text chapter number (Myers) and by the supplemental text in the second column (PRW) by the page numbers.

Week	Date	Topic	Reading Myers/DeWall	Moes & Tellinghuisen
1	Aug. 24-28	Introduction and Background History of Psychology	Student Preface Chapter 1	Introduction & Chapter 1
2	Aug. 31 to Sept. 4	Psychology, History and Christianity Research Foundations in Psychology Research and Statistics	Chapter 1 Appendix A	Discuss chapter 1
3	Sept. 7 -11	Sept. 7th. Labor Day. No Classes Physiological Basis of Behavior Neurons, The Brain	Myers 2	Chapter 3
4	Sept.14 -18	Brain and Mind Genetics and Behavior Sept 18: Exam #1 (chapters. 1 & 2, Appendix A)	Myers 2	
5	Sept.21-25	States of Consciousness Sleep: The Forgotten Key to Health and Wellness http://www.youtube.com/watch?v=r1UTw_FWwPk States of Consciousness Dreams, Sleep Disorders Hypnosis and its Uses	Myers 3	Chapter 5
6	Sept.28- Oct. 2	Memory Supplemental Video Assignment: Watch this short video clip as an introduction to memory. https://www.youtube.com/watch?v=xYUd8eUTCe8 Also watch Program #9 of Discovering Psychology found on the library database. You will go to the Annenberg collection under "Database" and then click on Social Studies and History, then click on the college/adult. Then click on Discovering Psychology, updated edition and scroll down to find program #9. Can we improve memory?	Myers 8	Chapter 8
7	Oct.5- 9	Oct. 5th: Exam #2 over chapters 3 & 8 Human Development: Introduction and Concepts Erikson, Piaget, Assignment: Prenatal Development	Chapter 4	

8	Oct. 12-16	Attachment Theory Piaget and Cognitive Theory Sex, Gender, and Sexuality	Chapter 4 Chapter 5	Chapter 10
		Fall Break October 19-25		
9	Oct. 26-30	Sex, Gender, Sexuality Sensation and Perception	Chapter 5 Chapter 6	Chapter 6
10	Nov. 2-6	November 2: Exam # 3 over chapters 4, 5, & 6 Learning: Learning by Association The role of the environment Classical Conditioning For extra help: Go to the library data base and watch the Annenberg program "Discovering Psychology" program #8	Chapter 7	Chapter 7
11	Nov. 9-13	Operant Conditioning Social Learning Theory Intelligence	Myers 7 Myers 10	
12	Nov 16-20	Intelligence Emotions and Stress November 20th is last day to drop with a "W"	Myers 10 Myers 12	Chapter 11
13	Nov. 23-27	November 23rd. Exam #4 over chapters 7, 10 and 12 Thanksgiving Break: November 25-29	Myers 13	
14	Nov. 30- Dec. 4	Personality		Chapter 14
15	Dec. 7-11	Psychological Disorders and Treatment	Myers 15 & 16	Chapter 15 Chapter 16
16	May 4	Final Exam Monday, December 14 8:00 AM – 10 AM (2 hours) Comprehensive		