



General Psychology– PSY 2010

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General Psychology-PSY 2010

Harding University
College of Science
3 Credit Hours

Instructor: Dr. Jeremiah Sullins

Phone (cell): (901) 246-5193

Email: jsullins@harding.edu

Course Location: Online

Semester/Term: Summer 2021

Office Location: Ezell 110

Office Hours: By appointment during summer

Course Information

Course Communication Protocols

To communicate with the following:

Instructor – The preferred method is by email at jsullins@harding.edu. I will respond within 24 hours. The instructor will communicate with an individual student via email to the student's Harding University email account. Communication to the class as a whole will be via an Announcement in Canvas which sends as email to each student as well as posts and announcement in Canvas.

When using email:

1. I will respond to emails within 24 hours.
2. Please put course title, PSY 2010, and subject of email in SUBJECT line.
3. If you have not received a reply in 24 hours, please send email again.

Classmates – Classmates can communicate individually by email (preferred for one to one communication) as identified in Canvas.

Virtual Office Hours - Due to the nature of this course being online, I will not be in my physical office to meet students. However, I am committed to providing the same level of individualized support as would be available to on-campus students. Therefore, students should feel free to contact me via email. In addition, I will be available for a Zoom discussion if you request such a meeting. This will provide a mechanism for students to interact with me in real-time, receive feedback, ask questions, and discuss course material.

Assignments Turnaround/Feedback - All assignments will be graded and entered into Canvas within 5 days of due date.

Netiquette

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

The mission of the Department of Behavioral Sciences is to provide, within a Christian context, a sound knowledge and foundation in the field and to enhance growth in critical thinking, scientific inquiry, and Christian service.

Catalog Description

An introduction to the field of psychology which serves as a prerequisite to all higher-level courses in psychology. Topics such as learning, consciousness, memory, cognition, human development, social behavior, motives and emotions, neurobiology, and personality and psychopathology are discussed. (Credit for this course cannot be given for CLEP hours for psychology majors.)

Integration of Faith and Learning Statement

Because psychology is the science of behavior and mental processes of God's creation, the truths reflected in God's word will be integrated into the discussion. A Christian worldview will be referenced in the discussion questions and critical thinking assignments, as well as the discussion generated by the instructor.

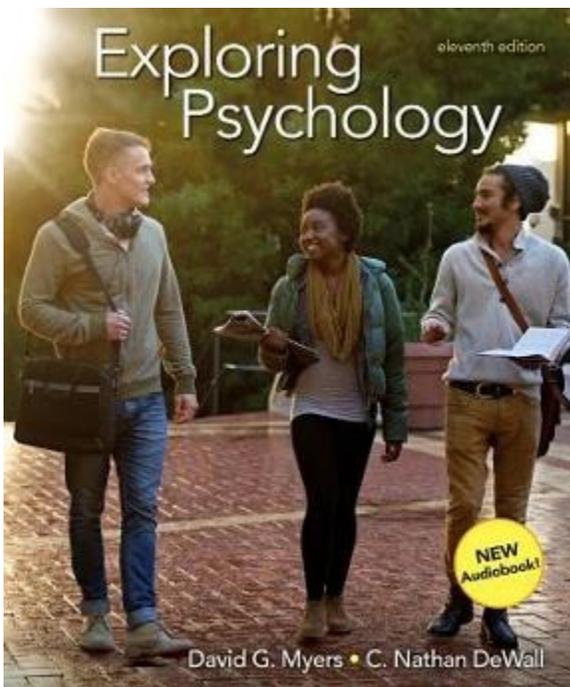
Prerequisites

None

Course Rationale

This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology. We will focus on well-substantiated research and current trends within each of these categories.

Required Course Materials



David G Myers C Nathan DeWall (2019). *Exploring Psychology (11th edition)*

ISBN: 9781319104191

Textbooks can be purchased at the [Harding University Bookstore](#). You may also purchase your textbook from [Amazon](#).

Other Course Materials

For APA writing guide/resources visit [Purdue Online Writing Lab](#)

Textbook Rationale

It is often difficult to locate and select textbooks because many are either poorly aligned with the subject matter or become cost prohibitive. The choice of textbooks is not made without careful

consideration of both the relevance of the text to the course objectives and the cost of the text to the student. This particular text is selected because it is readable, relevant, and instructive, providing students with a fundamental understanding of psychology at an affordable cost.

The Harding Bookstore carries this textbook and the following links to Harding Bookstore are provided for your convenience:

["How to Order Textbooks"](#)

Optional Materials

All materials are required for this course.

Learning Objectives

University Learning Outcomes (ULOs)

Follow the [University Learning Outcomes](#) link to find out more information about the ULOs.

Psychology Program Learning Outcomes (PLOs)

The expected Program Learning Outcomes for this major are:

1. Students completing the Baccalaureate degree in Psychology will demonstrate a competent knowledge base in the field of psychology.
2. Students will demonstrate clinically-related interpersonal skills at the level of graduates entering graduate school or entry-level work positions.
3. Graduating students will integrate psychological principles and Biblical teachings.
4. Graduating students will demonstrate the ability to create a complete research proposal in APA style.

Cognitive Neuroscience Program Learning Outcomes (CNLOs)

The expected Program Learning Outcomes for this major are:

1. Graduating students will demonstrate literacy in statistics and research, including an understanding of APA style.
2. Graduating students will integrate Biblical teachings with what they have learned.
3. Students completing the Baccalaureate degree in Cognitive Neuroscience will demonstrate a competent knowledge base in the fields of psychology, biology, and chemistry.

Course Learning Objectives (CLOs)

The student will, with at least 60% accuracy, complete the following course outcomes.

Evaluation will be measured by discussion, participation, and other assigned work

1. Analyze the history and theoretical perspectives of psychology (PLO 1; CNLO 3; ULO 5).
2. Examine the methods used in psychological research (CNLO 1; ULO 7).

3. Identify and demonstrate an understanding of the major biological and neuro-cognitive influences on human development through the life span (PLO 1; CNLO 3).
4. Identify and demonstrate an understanding of memory systems, methods of learning, development of emotions and consciousness (PLO 1; CNLO 3).
5. Identify and demonstrate an understanding of social development, development of personality, psychological disorders, and methods to effectively respond to mental health concerns (PLO 1; CNLO 3).

Module Learning Objectives (MLOs)

Module learning objectives are specific and describe observable student mastery of knowledge, skills, and attitudes. They must align with the Program Learning Outcomes and Course Learning Objectives, either implicitly or explicitly. They provide tangible checkpoints as students' progress through the course.

Module objectives are located in the Learning Objectives and Task List page in Canvas. Please review this page before completing a module or week.

Grading and Assignment Details

Grading Information

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following:

BREAK DOWN OF GRADING

- 100 points for test 1
- 100 points for test 2
- 100 points for test 3
- 100 points for final exam (test 4)
- 10 points per in class handout
- 20 points for chapter comprehension questions
- 20 points per article/podcast summaries
- 20 points per discussion question

Grade scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F less than 60

Exams: The 4 exams will cover material both from the chapter readings, lectures, and supplemental course materials (e.g., videos). Make up exams will be given on a case by case basis. If you miss an exam, you must make up the exam within 48 hours or receive a grade of zero.

Handouts: During the course of the semester, you will be given handouts over the material that we discuss during lectures. These handouts will be worth 10 pts each.

Article/Podcast Summaries: During the course of the semester, you will be required to provide a response over articles and podcasts of my choosing (articles will be posted on Canvas at a later date).

Chapter Comprehension Questions: During the course of semester I will have you read chapters in the text that correspond to our current discussion. You will be asked to answer comprehension questions based on your readings.

Discussion Questions: These assignments will require you to apply knowledge related to current chapters and supplemental videos.

Late Work Policy: As a college student it is important to get in the habit of meeting deadlines. However, I understand that sometimes tasks can "slip through the cracks" for various reasons. Because of this, I am willing to accept late work with a late penalty added. More specifically, work that is submitted:

1 day late will receive a 25% deduction

2 days late will receive a 50% deduction

3 days late will receive a 75% deduction

No work will be accepted beyond 3 days past the due date.

Participation/Attendance

The very nature and depth of graduate and undergraduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of undergraduate level academic ideas and thoughts can only be achieved with everyone actively participating.

Attendance Policy: [Harding University Attendance Policy](#) instructional activities in this course. Online courses are no different in this regard; however, participation is defined in a different manner. Students aware of necessary absences must inform your teacher with as much advance notice as possible in order to make appropriate arrangements.

Submitting Assignments

The default submission method for assignments will be in Canvas. Each assignment will have a designated place in Canvas. If an assignment submission method or other change occurs, I will send an announcement or email to the class.

When sending emails or posting on the Discussion Board any content related to an assignment, do the following:

- Use a subject line that describes the content (consider this format) Course Name / Assignment / Topic. For example, if you have a question about Paper 1, use a subject line of "Name of Course / Paper 1 / Description of Problem".
- Please provide enough detail so the response can be thorough.
- Remember while the writing in an email is not being graded, it should still be professional and courteous.

- Be sure to identify the typical response time for graded work.

File Naming Conventions

For all assignments, files should be uploaded with this naming convention:
LearnerName_AssignmentName (ex. Sullins_DatabaseEvaluation).

Technology Details

Technology Requirements

For a list of Canvas supported browsers, visit the [Canvas community](#) website. The student must have a connection to a reliable internet source. This course requires access to a computer that has internet capabilities. The student is responsible for having a reliable computer and internet connection throughout the course. Each student is required to be able to create Word or Google documents, save them, and post them as an attachment in the appropriate location in Canvas. Each student needs to have an active Harding University email account.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

Drop and Add Dates

The [policy regarding drop/add](#) remains the same, although the specific dates vary by semester.

Refund Policy

| | |
|---------------|-------------|
| June 7 – 11 | 100% Refund |
| June 12 – 14 | 50% Refund |
| June 15 | 20% Refund |
| After June 15 | No Refund |

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must

contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Academic Integrity Policy

The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin

During this course, the originality of various assignments submitted by students will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Dress Code

You must adhere to the [dress code](#) for all work done in a course, where either a static or video image of yourself is submitted.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas
7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting [x] out of [x] days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.
8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the

CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Canvas or Internet Outage Policy

As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with students, adjustments to due dates will be made.

Student

If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

Testing Issues

If you experience issues with Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact your instructor who will provide you instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Disclaimer

The Harding University Psychology faculty recognizes that a legitimate survey of current thought may include ideas that conflict with the Christian view of humanity and the universe and that details in some of the courses may be regarded as offensive to a sensitive reader. It should be clear, however, that the purpose of the course is not to endorse the offending views, to weaken students' religious faith, or to denigrate any student's moral standards. Rather, the goal of the course is to evaluate these assignments through the mature Christian perspective of both the teacher and the student. If students are to be equipped intellectually and spiritually to solve the problems that they will meet, both on campus and in later life, they must form habits of examining every aspect of each question. The university, therefore, urges professors to give the students in their classes all significant points of view regarding any problem or principle that may arise. Less than this would defeat the purpose of a Christian education.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>