

# Syllabus

## PSY-150: General Psychology

### Course Description

This course introduces students to the basic schools of thought in the field of psychology. Five major aspects of psychology will be considered: (1) human/ moral development, (2) learning, (3) personality and emotion (4) psychopathology and therapy, and (5) interpersonal relationships and social dynamics. These concepts will be explored in the light of research, personal experience, and a consideration of biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect on, and write about the insights gained about themselves.

**Credit Hours:** 3

**Prerequisite Courses:** None

**Prerequisite Skills and Knowledge:** None

- Basic computer skills

### Course Outcomes

Upon completion of this course, you should be able to:

1. Describe the field of psychology in terms of history, key perspectives and issues, current trends, and scientific and research methods.
2. Describe the different phases and stages in human development.
3. Apply a Christian worldview to the field of psychology.
4. Explain cognitive abilities and intelligence from a psychological perspective.
5. Describe psychoanalytic approaches and humanistic theories to explain behaviors and traits in personalities.
6. Describe the different motivation theories and the psychological basis of emotions.
7. Apply learning related to emotion, motivation, and personality to a student's personal life.
8. Describe the different mental disorders as they relate to psychology.
9. Describe psychotherapy, the different methods, and their effectiveness.
10. Describe the importance of thoughts, trends in social behavior, and impact of social influences.

### Course Resources:

- Open Educational Resources (OER)
- OER Textbook: Spielman, R. M., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2019). *Psychology*. Houston, TX: OpenStax. Retrieved from <https://openstax.org/details/books/psychology>
  - [Psychology Text](#)
    - All resources for this course are located in the "Course Resources" module

### Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95% – 100%	950 – 1000

<b>A-</b>	3.7	92% – 94.9%	920 – 949
<b>B+</b>	3.3	89% – 91.9%	890 – 919
<b>B</b>	3.0	85% – 88.9%	850 – 889
<b>B-</b>	2.7	82% – 84.9%	820 – 849
<b>C+</b>	2.3	79% – 81.9%	790 – 819
<b>C</b>	2.0	75% – 78.9%	750 – 789
<b>C-</b>	1.7	72% – 74.9%	720 – 749
<b>D+</b>	1.3	69% – 71.9%	690 – 719
<b>D</b>	1.0	65% – 68.9%	650 – 689
<b>F</b>	0	0% – 64.9%	0 – 649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

## Letter Grade Equivalencies

Grade	Description of Work
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
<b>F</b>	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

## Course Workshop Summary

Workshop	Discussion	Assignment	New Learning Template	Total Points per Workshop
<b>Workshop One</b>	1/10, 2/60	2/130	1/0	215
<b>Workshop Two</b>	1/0, 2/60	3/110	1/25	195
<b>Workshop Three</b>	1/0, 1/30	3/165	1/25	220
<b>Workshop Four</b>	1/0, 1/30	3/170	1/25	225
<b>Workshop Five</b>	1/0, 2/60	1/60	1/25	145
<b>End-of-Course Survey</b>				10 extra credit
<b>TOTAL</b>	<b>6/240</b>	<b>12/635</b>	<b>4/100</b>	<b>1000</b>

\* Number of Activities/Sum Point Totals

## Course Assignments

## Workshop One Outline

Title	Due Dates	Estimated Time	Points
<b>1.1 Discussion: How Christians Can Study Psychology</b>	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>1:30 hours</b>	10
<b>1.2 Discussion: What Is Psychology?</b>	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>3 hours</b>	30
<b>1.3 Discussion: Nature versus Nurture</b>	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>2:30 hours</b>	30
<b>1.4 Assignment: Scientific and Popular Psychology</b>	Due by the end of the workshop.	<b>4 hours</b>	65
<b>1.5 Assignment: Kohlberg's Stages of Moral Development</b>	Due by the end of the workshop.	<b>4 hours</b>	80
<b>Totals</b>		<b>15 hours*</b>	<b>215</b>

## Workshop Two Outline

Title	Due Dates	Estimated Time	Points
<b>2.1 Discussion: Blaming and Crediting the Parents?</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>2 hours</b>	0
<b>2.2 Discussion: Behaviorism</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>3 hours</b>	30
<b>2.3 Discussion: Observational Learning and Television</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>3 hours</b>	30

<b>2.4 Assignment: Classical and Operant Conditioning</b>	Due by the end of the workshop.	<b>4 hours</b>	60
<b>2.5 Assignment: Intelligence</b>	Due by the end of the workshop.	<b>7 hours</b>	50
<b>2.6 Assignment: New Learning Template</b>	Due by the end of the workshop.	<b>1 hour</b>	25
<b>Totals</b>		<b>20 hours*</b>	<b>195</b>

## Workshop Three Outline

Title	Due Dates	Estimated Time	Points
<b>3.1 Discussion: Personality—Self-Denial or Self-Rejection?</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	<b>1:30 hours</b>	0
<b>3.2 Discussion: Humanistic Theory</b>	Due by the end of the workshop.	<b>2:30 hours</b>	30
<b>3.3 Assignment: Cattell's 16-Factor Personality Test</b>	Due by the end of the workshop.	<b>4 hours</b>	65
<b>3.4 Assignment: Theories of Motivation</b>	Due by the end of the workshop.	<b>4 hours</b>	50
<b>3.5 Assignment: Achieving Happiness</b>	Due by the end of the workshop.	<b>3:30 hours</b>	50
<b>3.6 Assignment: New Learning Template</b>	Due by the end of the workshop.	<b>1 hour</b>	25
<b>Totals</b>		<b>16:30 hours*</b>	<b>220</b>

## Workshop Four Outline

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Title	Due Dates	Estimated Time	Points
<b>4.1 Discussion: Religion and Mental Health</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	1:30 hours	0
<b>4.2 Discussion: Defining Abnormality</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	30
<b>4.3 Assignment: Diagnosing and Treating Mental Disorders</b>	Due by the end of the workshop.	4:30 hours	60
<b>4.4 Assignment: Cognitive Behavioral Therapy</b>	Due by the end of the workshop.	3:30 hours	50
<b>4.5 Assignment: Approaches to Psychotherapy</b>	Due by the end of the workshop.	4:30 hours	60
<b>4.6 Assignment: New Learning Template</b>	Due by the end of the workshop.	1 hour	25
Totals		18 hours*	225

## Workshop Five Outline

Title	Due Dates	Estimated Time	Points
<b>5.1 Discussion: Nice People and Evil Doers</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	1:30 hours	0
<b>5.2 Discussion: Fundamental Attribution Error</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	30
<b>5.3 Discussion: Social Behavior</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	30

<b>5.4 Assignment: Social Roles</b>	Due by the end of the workshop.	<b>4:30 hours</b>	60
<b>5.5 Assignment: New Learning Template</b>	Due by the end of the workshop.	<b>1 hour</b>	25
<b>Survey/Quiz: End of Course Survey</b>	Due by the end of the workshop.	<b>.5 hours</b>	10 extra credit
<b>Totals</b>		<b>13:30 hours*</b>	<b>145</b>

<b>TOTALS</b>	<b>83 hours*</b>	<b>1000</b>
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\* These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

## Course Development Resources

Nairne, J. S. (2014). *Psychology* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.

## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

School/Division	Link
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>