



DEPARTMENT OF
PSYCHOLOGY

PSYC 101: Introduction to Psychology
Summer 2022 Term II
July 3-August 13

Instructor: Jennifer Thomson, PhD

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Office: Boyer 383; x2016

Classroom Format: Asynchronous; Online

Faculty Availability

This course is asynchronous so we will not be meeting together at a specific time. However, I will be checking in on the course multiple times a day during the week. I am also available to meet (via Zoom) whenever you have questions. Please feel free to email me or contact me via Canvas at any time. Under most circumstances, I will respond to your email in 4 hours or less on weekdays.

Faculty Expectations of Students

Course Materials: All class material will be available in Canvas in the modules section. At the beginning of each week, I will post an announcement that will give an overview of your requirements for that particular week. Also, be sure to read the entire course schedule so you can plan ahead for assignments. The best way to progress through the course material is by moving through the modules and the items within the modules on Canvas in order. Each module contains all of the information (PowerPoints, video links, assignments, quizzes, etc.) for a given lesson. There will be several modules to work through each week.

Announcements: Please make sure that have your Canvas notifications set to receive announcements sent to your email and that you check these announcements regularly. Announcements will be the main method of communication in this course.

Instructional Time: In a 6-week course, students will spend approximately 7 hours per week reading PPTs, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussions. This is equivalent to the 3 hours per week that students would spend in the classroom during the fall or spring semester. Additional time (around 10 hours per week) will be required for text reading and assignment completion. This is the same PSYC 101 course offered during the regular 15-week semester. It has been condensed for the summer session. The same amount of information will be covered but at a much quicker pace.

Course Description: Introduction to modern psychology including its major theorists and methodologies and an overview of developmental, social, and abnormal psychology. Meets General Education Social Science requirement.

Course Objectives:

After completing this course, students will be able to:

1. **Demonstrate** familiarity with the major concepts, theoretical perspectives, empirical findings, historical trends, and foundational assumptions of psychology (ULO 2: Breadth and Depth of knowledge).
2. **Utilize** critical thinking, skeptical inquiry, and the scientific approach to solving problems related to behavioral and mental processes (ULO 2: Breadth and depth of knowledge).
3. **Articulate** understanding of the connection between Christian faith and the academic pursuit of knowledge in psychology (ULO 3: Faith knowledge and application).
4. **Explain** how psychological knowledge can be applied to the understanding of themselves and those around them (ULO 5: Self-awareness).

Objectives for General Education Social Science Courses

By the completion of the course, students will demonstrate the ability to:

- a. Identify social scientific research methodologies and how they may be utilized to study various aspects of human experience.
- b. Identify socio-cultural contexts that shape human experience.
- c. Analyze important variables contributing to one or more social problems/issues.
- d. Evaluate the portrayal and use of social scientific research in popular media and social discourse.
- e. Critically reflect on interactions between self and others, using social science frameworks.

Textbook and Other Course Materials

Myers, D., & Jeeves, M. (2003). *Psychology through the eyes of faith* (2nd ed.). San Francisco: Harper and Row.

Macmillan Learning (2019). LaunchPad online access for Myers and DeWall, Exploring Psychology 11e textbook.

****You MUST have a LaunchPad subscription for this course. Quizzes and homework will be assigned through LaunchPad. The subscription to LaunchPad includes an e-version of the main textbook. You do not need a physical copy of this book but you may purchase one if you choose.**

Student Expectations

Be Open to New Ideas: Above all else, this course aims to help you to think more deeply about the subject matter and develop critical thinking skills. I encourage you to listen to the thoughts of your fellow classmates as we can learn a great deal from the experiences of those around us. This course will challenge your pre-conceived notions and beliefs. Let it.

Be an active participant in the learning process: Always remember, you are the learner here! You are the one who needs to actively construct and acquire knowledge and this can be achieved by participation and completion of all readings and activities. This course requires your ACTIVE participation!

Be Ready to Learn:

1. Read all of the assigned material and work through the modules on Canvas in the order they are presented. This will be the best path to ensuring that you do not miss anything.
2. Take notes on the assigned readings, activities, videos and lectures. Writing things down in your own words helps you to learn and remember the material. Taking notes with a pen and paper has been shown to help you retain the knowledge better than taking notes on a digital device.
3. Take time to review your notes and the book every day. No matter how well you understood it the first time, repetition is key, and cramming never works.
4. Engage in review testing! Research shows that review testing is one of the most effective and efficient methods for improving understanding and retention. That's because if your "studying" just consists of re-reading the book and/or notes, then you're likely to become overconfident. The material is familiar, and therefore you assume that you understand it. So review tests can be a good reality check to see if you really understood the material as well as you thought you did.
5. Make sure you plan your time! You will need to devote about 12-14 hours per week to this class to be successful. Plan your class work for times when you are awake, alert, and free of distractions (e.g., phone, Netflix, social media). Consider 'scheduling' this class at a time that works for you and devote that time each week to working on assignments.
6. Take advantage of LaunchPad. In addition to assigned homework, LaunchPad includes chapter summaries and practice quizzes.

Be Timely: Please read this section carefully as penalties for late work varies by type of assignment. Late essays will be penalized by 5% for each day that the assignment is late. Penalties for late essays will begin to accrue **immediately** following the deadline for submission unless the student notifies the professor of circumstances that prevent the timely submission of the assignment. Discussion posts will be penalized 50% for each day that the assignment is late. This hefty penalty is because your classmates are depending on your post to be able to write their responses. LaunchPad assignments and Celebrations of Learning will not be accepted late. These assignments will become inactive once the due date has passed. Open communication with the professor is always the best way to handle any issues that arise. Extensions may be given when necessary (for travel, sickness, etc.) but the extension must be granted prior to the deadline for the assignment. Please pay careful attention to the times, as well as the dates, that assignments are due on Canvas. Some assignments (such as discussions) will be due in the middle of the week. Other assignments (such as quizzes and LaunchPad) may be due on the weekend. It is the student's responsibility to ensure that the assignment has been received by the professor. Please check Canvas for confirmation that your submission has been received.

Be in Conversation: Do not hesitate to reach out if you have any questions. The best way to reach me is via email. I aim to answer your email within 4 hours during the regular workday. Please include the course name in your subject line so that I can answer your questions/concerns appropriately for the course that in which you are enrolled.

STUDENT EVALUATION

Celebrations of Learning (60 % OF Final Grade) Students will have four opportunities to demonstrate what they have learned. These celebrations of learning (formerly known as exams) will include multiple choice questions that students will answer to earn points. Learning should be celebrated!

Discussion Boards (10% of Final Grade) Students will be placed into small groups for online discussions in order to facilitate more open dialogue. Take time to get to know the other students in your group! One question will be presented each week and students will post an original response to the question by Wednesday and a follow up response to other students by Friday of that same week. Responses are to be a minimum of 250 words and are to include references to the readings. This is a minimum standard for participation. Students who respond to more than one student, respond to follow up questions, incorporate outside readings into their responses, and demonstrate a clear comprehension of the material will receive higher grades. Grading will be influenced by the following: understanding and analysis of the readings (50%), responses to other students that contribute to a better understanding of course materials (30%), facilitating further conversation (10%), and introducing relevant outside sources (10%). Posts that are deemed inappropriate due to language or content will be removed, the student will be notified and a new submission will be required (or the student will receive a zero for the assignment). Students are expected to demonstrate maturity of character and Christian morals when posting online.

LaunchPad (15 % OF Final Grade): Students will engage with course material via the LaunchPad website for the Exploring Psychology textbook. LearningCurve quizzes in LaunchPad are adaptive and students can earn 100% by returning to content areas that they struggle with and re-taking quizzes in those sections until they receive a perfect score. Students can return to LearningCurve quizzes until the due date. Once the due date has passed the quiz score will be calculated and transferred to Canvas. Other LaunchPad assignments may include videos, interactive graphs, simulations, and/or concept practice.**Please note – the ability to retake quizzes ONLY applies to the LearningCurve quizzes and does not include quizzes that are based on videos or concept practice quizzes.

Short Essay Prompts (15 % of Final Grade): Students will have the opportunity to complete short essays on the assigned readings from the Myers and Jeeves text on Psychology: Through the Eyes of Faith. These essays should include specific references to the readings. More specific information will be provided on Canvas.

GRADING POLICY: Grades in this course will be based on the formula below. A student must earn the minimum grade within a grading category to receive that letter grade. **Percentages will not be rounded up.**

A	93-100%	C+	77-79.9%
A-	90-92.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D+	67-69.9%
B-	80-82.9%	D	60-66.9%

Missed Exams – Exams in this course are taken online during the regular class time. Contact the professor prior to the due date if an extension is necessary.

Graded Assignments – Graded assignment will include comments and an indication of the basis for the grade. If students have questions, they may contact the professor to discuss the grade within 3 days of receiving the grade for any assignment. All assignments will be reviewed, graded, and grades posted in the grade book within one week of the due date.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah University. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.

Facilitating Academic Dishonesty: Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf

Americans with Disabilities Act

Any student whose disability falls within the ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. If you have questions, call extension 5382.

Learning Center

The Learning Center offers students personal assistance with a variety of subjects, such as modern languages, natural sciences, mathematics, social sciences, business classes and many others. Tutors also help students improve their skills in time management, test-taking, note-taking, textbook reading, and memory. The Learning Center is open Monday through Thursday afternoons and evenings. For more information, call the Center at ext. 7209.

Writing Center

The Writing Center offers students personal assistance with any writing project. Students work one-on-one with peer tutors who are trained to help them work on individual assignments, and to help them develop the writing skills they will need throughout their careers. The Writing Center is open Monday through Thursday afternoons and evenings. More information is on the Center's website: http://www.messiah.edu/academics/writing_center/.

Library and Librarian Assistance

The Library is an obvious source of information for many of your class projects. But did you know that Liz Kielley is the specific library liaison for the social sciences? Although any librarian is trained and prepared to assist you, Liz works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you have a research assignment or questions about APA formatting for papers and bibliographies. She is more than willing to help you. For her specific work schedule, contact her directly at

EKielley@messiah.edu or by calling ext. 385

Week 1

Read

Chapter 1-2 in Exploring Psychology (EP)

Chapter 1-3 in Psychology through the eyes of faith (PTEF)

Complete

Assignments, Videos and PowerPoints in Modules 1-4

Discussion board posts

Module 1: Introduction to the Class

- Introduction to the class video
- Syllabus
- Syllabus Quiz

Module 2: Thinking Critically with Psychology (Chapter 1 in EP)

- Definition of Psychology
- History of brain and behavior research
- What can I do with a degree in Psychology?
- How do we conduct experiments?

Module 3: Science and Faith (Chapter 1-3 in PTEF)

- Complete Essay on the relationship between science and faith

Module 4: Biology of Behavior (Chapter 2 in EP)

- Components of the nervous system
- Structure and functions of the nervous system
- The role of genes in predicting individual differences

Week 2

Read

Chapter 3-5 in Exploring Psychology (EP)

Complete

Assignments, Videos and PowerPoints in Modules 5-8

Discussion board post

Module 5: Consciousness and the Two-Track Mind (Chapter 3 in EP)

- Consciousness and its role in psychology
- Stages of the sleep cycle and the neural systems that control sleep
- Sleep disorders

****Module 6 is Celebration of Learning #1. This celebration will cover material presented in modules 1-5. You cannot move onto Module 7 until you have completed Celebration of Learning #1. Please plan your time accordingly.**

Module 7: Developing through the Lifespan (Chapter 4 in EP)

- Stages of development
- Diseases of later adulthood

Module 8: Sex, Gender and Sexuality (Chapter 5 in EP Text)

- Discuss how we define gender: nature & nurture
- Describe human sexuality from a psychological perspective

Week 3

Read

Chapter 6-8 in Exploring Psychology (EP)

Chapters 4-6 in Psychology Through the Eyes of Faith (PTEF)

Complete

Assignments, Videos and PowerPoints in Modules 9-12

Discussion board post

Module 9: The Mind-Body Problem (Chapters 4-6 in PTEF text)

- Essay: What do science and religion contribute to the mind-body problem?

Module 10: Sensation and Perception (Chapter 6 in EP Text)

- Parts of the eye and ear and their functions
- Brain regions associated with sensory perception

Module 11: Learning (Chapter 7 in EP)

- Describe Pavlov's experiments
- Compare and contrast classical and operant conditioning
- Video on How NOT to study

Module 12: Memory (Chapter 8 in EP)

- Describe the neural changes underlying memory
- Evaluate the reliability of eyewitness testimony and the role that age, race and gender play
- Analyze ways to improve memory
- Discuss amnesia and other memory-related problems

****Module 13 is Celebration of Learning #2. This celebration will cover material presented in modules 7-12. You cannot move onto Module 14 until you have completed Celebration of Learning #2. Please plan your time accordingly.**

Week 4

Read

Chapter 9 & 10 in Exploring Psychology (EP)
Chapters 7-13 in Psychology through the eyes of faith (PTEF)

Complete

Assignments, Videos and PowerPoints in Modules 13-16
Discussion Board Participation

Module 14: Thinking, Language and Intelligence (Chapter 9 in EP)

- What motivates and controls our thinking
- Language and thought
- Intelligence and assessment

Module 15: Motivation and Emotion (Chapter 10 in EP)

- What motivates us?
- Define the basic emotions
- Outline the physiology and psychology of hunger

Module 16: Determinism (Chapters 7-13 in PTEF)

- Complete essay on whether or not we have free will

Week 5

Read

Chapter 11-13 in Exploring Psychology (EP)

Complete

Assignments, Videos and PowerPoints in Modules 17-20
Discussion Board Participation

Module 17: Stress, Health and Human Flourishing (Chapter 11 in EP)

- Define stress and its effects on health
- Discuss different mechanisms for coping with stress

Module 18: Social Psychology (Chapter 12 in EP)

- Discuss social thinking and social influences
- Analyze social relations including prejudice, aggression, bias, attraction and altruism

Module 19: Personality (Chapter 13 in EP)

- Introduce the theories of Freud, Maslow and Rogers
- Evaluate trait theories and assess human behavior using social-cognitive theories
- Discuss the concept of self, self-esteem, and self-serving bias

****Module 20 is Celebration of Learning #3. This celebration will cover material presented in modules 14-19 and will be completed online. You cannot move onto Module 21 until you have completed Celebration of Learning #3. Please plan your time accordingly.**

Week 6

Read

Chapter 14 & 15 in Exploring Psychology (EP)

Chapter 20-32 in Psychology through the eyes of faith (PTEF)

Complete

Assignments, Videos and PowerPoints in Modules 21-25

Discussion Board Participation

Module 21: Psychological Disorders (Chapter 14 in EP)

- Discuss the diagnosis and history of psychological disorders
- Identify the psychological, biological and socio-cultural factors that contribute to the development of psychological disorders

Module 22: Acceptance and the Serenity Prayer (Chapters 20-24 in PTEF)

- Complete an essay on acceptance

Module 23: Therapy (Chapter 15 in EP)

- Compare and contrast treatment methods for the psychological disorders

Module 24: Psychology through the Eyes of Faith (Chapters 25-32 in PTEF)

- Make connections between the field of psychology and religion/faith

Module 25 is Celebration of Learning #4, the final exam. This celebration will cover material presented in modules 21-24. This celebration will be due by midnight on the last day of class.

ONLINE COURSE REQUIREMENT:

Week	Topic Assignment	Hours (# of weeks)		Objectives Met/Tasks
Week 1	Modules 1-5	IT*	N-IT*	
	Read Chapter 1-3 in Myers		6	2-5
	Power Points & Video Clips	6		2-5
	Read Chapters 1-3 in Myers and Jeeves		2	
	Read, Post and Respond in Discussion 1		1	1
	LaunchPad Assignments		3	
	Essay with Feedback	1	1	
Week 2	Modules 6-10			
	Read Myers Chapters 4-6		9	2-5
	Power Points & Video Clips	5		2-5
	Read, Post and Respond in Discussion #2		1	1
	LaunchPad Assignments		3	1, 5
	Celebration of Learning #1 (with feedback)	2		
Week 3	Modules 11-13			
	Myers Chapter 7-9		6	2-5
	Chapters 4-6 in Myers and Jeeves		1	2-5
	Read, Post and Respond in Discussion 3		1	1
	Powerpoints and Video Clips	6		2-5
	LaunchPad Assignments		4	1, 5
	Essay #2 with Feedback	1	1	
Week 4	Modules 14-17			
	Myers Chapters 10-12		6	2-5
	Read, Post and Respond in Discussion		1	1
	Powerpoints and Video Clips	5		2-5
	LaunchPad Assignments		6	1, 5
	Celebration of Learning #2	2		
Week 5	Modules 18-20			
	Myers Chapters 9 & 10		6	2-5
	Chapters 7-13 in Myers and Jeeves		4	2-5
	Read, Post and Respond in Discussion		1	1
	Powerpoints and Video Clips	5		2-5
	LaunchPad Assignments		1	1, 5
	Essay #3 with Feedback	2	1	1, 4 and 5

Week 6	Modules 21-25			
	Myers Chapters 14-15		6	2-5
	Read, Post and Respond in Discussion		1	1
	Powerpoints and Video Clips	5		2-5
	LaunchPad Assignments		6	1, 5
	Celebration of Learning #4	2		
	TOTALS	42	78	

*Instructional Time (IT) 42 hrs / 3 credits

*Non-Instructional (N-IT)"Homework"

NOTE: Reading based on 30 pages per hour; Writing papers based on 2 hours/page

Support Services and Helpful Links

Academic Resources

[Learning Commons/Academic Success Center \(Links to an external site.\)](#) - This page provides links to many academic resources, including tutoring, academic coaching, supplemental instruction, academic accessibility (previously named disability services) writing support, library, etc. *(Note: this link is included in all undergraduate Canvas courses on the left nav)*

[Office of Academic Advising \(Links to an external site.\)](#) - Academic advisors play an especially crucial role in supporting students during this time. Hence, academic advisors are encouraged to reach out to their advisees in order to help them navigate the fall semester (Gladys Robalino, Director of Academic Advising)

[Office of Academic Accessibility \(Links to an external site.\)](#) - This office helps students with academic coaching, academic accessibility (disability services), tutoring, and supplemental instruction, accessibility, accommodations, and learning supports. (Amy Slody, Director of Academic Success)

[Office of Student Success \(Links to an external site.\)](#) - This office helps students with goal-setting, success plans, and also coordinates response to student financial concerns (e.g. textbooks, struggling with basic needs). (Jocelyn Clippinger, Director of Student Success)

Wellbeing Resources

[The Engle Center \(Links to an external site.\)](#) provides counseling and health services. They are an excellent resource for addressing issues related to physical and emotional wellbeing. (Eleanor Muir, Director of Counseling and Health Services)

Technology Resources

Educational Technology Services provides technology support to all students and faculty. (Susan Shannon, Director of Educational Technology Services)

- [Canvas: Student Introduction](#)
- [Student Technology Support \(Links to an external site.\)](#)
- **Standard Technology Support**

Email HelpDesk@messiah.edu or

Call us at 717-796-5039

Hours: M-F, 7:30am - 5:00pm

- **After Hours Emergency Technology Support**

Call us at 717-796-5039

Weekdays: 5:00pm - 11:00pm

Weekends: 8:00am - 11:00pm