

PYSC 103, Introduction to Psychology, Syllabus (3 credit hours)

COURSE DESCRIPTION

A study of psychological structures and functions, designed to help students better understand themselves and others.

REQUIRED TEXTS & RESOURCES

Nevid, J.S. (2018, 2015). Essentials of psychology: Concepts and applications (5th ed.). Belmont, CA: Wadsworth,

Cengage Learning. ISBN: 978-1-305-96415-0, ISBN: 978-1-305-96417-4

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.Point.edu/Bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

| | Learning Activities | Graded Assignments |
|------------------------|---|--------------------|
| Getting Started | Introduce Yourself Forum | Due Sunday |
| Week 1 | Unit 1: Scientific Thinking and Research | |
| | Reading: Chapters: 1-2 | |
| | Review: Power Points/Video: Introduction to Psychology | |
| | Threaded Discussion: Proverbs: Compare and Contrast Psychology to God's Word and Wisdom | Due Week 1, Day 5 |
| | Quiz 1 | Due Week 1, Day 7 |

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| Week 2 | | |
| | Unit 2: Sensation and Perception | |
| | Reading: Chapters 3-4 | |
| | Review: Power Points/Video: Sensation and Perception | |
| | Threaded Discussion: Therapeutic Session and Hypnosis | Due Week 2, Day 5 |
| | Assignment: Code of Ethics | Due Week 2, Day 7 |
| | Quiz 2 | Due Week 2, Day 7 |
| Week 3 | | |
| | Unit 3: Learning and Memory | |
| | Reading: Chapters 5-6 | |
| | Review: Power Points/Video: Learning and Memory | |
| | Threaded Discussion: Observational Learning | Due Week 3, Day 5 |
| | Assignment: Classical Conditioning Article | Due Week 3, Day 7 |
| | Quiz 3 | Due Week 3, Day 7 |
| Week 4 | | |
| | Unit 5: Cognitive Skills, Motivation and Emotion | |
| | Reading: Chapters 7-8 | |
| | Review: Power Points/Video: Motivation | |
| | Threaded Discussion: Motivation | Due Week 4, Day 5 |
| | Midterm Exam | Due Week 4, Day 7 |
| Week 5 | | |
| | Unit 5: Human Development and Health | |
| | Reading: Chapters 9-10 | |
| | Review: Power Points/Video: Stress and Health | |
| | Discussion: Stress Coping Strategies | Due Week 5, Day 5 |
| | Quiz 4 | Due Week 5, Day 7 |
| Week 6 | | |
| | Unit 6: Social Psychology and Personality | |

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| | Reading: Chapters 11-12 | |
| | Review: Power Points/Video: Social Thinking | |
| | Threaded Discussion: Good Samaritan | Due Week 6, Day 5 |
| | Assignment: Meeting My Needs | Due Week 6, Day 7 |
| | Quiz 5 | Due Week 6, Day 7 |
| Week 7 | | |
| | Unit 7: Psychological Disorders and Treatment | |
| | Reading: Chapters 13-14 | |
| | Review: Power Points/Video: Psychological Disorders and Treatments | |
| | Threaded Discussion 1: Psychological Disorders | Due Week 7, Day 5 |
| | Threaded Discussion 2: Methods of Therapy | Due Week 7, Day 5 |
| | Assignment: Final Project | Due Week 7, Day 7 |
| | Final Exam | Due Week 7, Day 7 |

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

| Graded Assignments | Points Possible |
|--------------------------------------|-----------------|
| Introduce Yourself Forum | 5 |
| Discussion Forums 8 @ 25 Points Each | 200 |
| Quizzes 5 @ 30 Points Each | 150 |
| Midterm | 100 |
| Final Exam | 100 |
| Writing Assignments 3 @ 100 | 300 |
| Final Project 1 | 145 |

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| Total Points: | 1000 |
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Final Grades

The following scale will be used when calculating final grades:

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|---|---------|---|--------|
| A | 90-100% | D | 60-69% |
| B | 80-89% | F | 0-59% |
| C | 70-79% | | |

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

| Goal 1 Students will describe the founders of psychology, theories, and concepts and applying it to everyday life. | Program Objective(s) |
|---|--|
| | Objective 1.1: Students will explore the importance of developing critical thinking in understanding human behavior and human nature and the science of psychology. PSYC - 1.1 HREL - 1.1 CJUS –1.1, 1.2 |
| | Objective 1.2: Students will describe psychologists who contributed to the field and subfields of psychology and various research methods that were used to conduct studies. PSYC - 1.2, 2.3 HREL - 1.3 CJUS - 1.2 |
| Goal 2: Students will apply psychology concepts and theories to the world around them | |
| | Objective 2.1: Students will evaluate psychological case studies, experiments and research to understand human problems. PSYC - 1.2, 1.3 HREL - 2.2, 2.4 CJUS - 2.1, 2.2, 2.3 |
| | Objective 2.2: Students will identify key principles of learning theory and how to apply those principles to modify behavior. PSYC - 1.4, 2.1 HREL - 1.2 CJUS - 2.3, 2.5,2.6 |

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| <p>Goal 3: Students will demonstrate self-reflective analysis that integrates psychological principles, concepts, and a Christian Worldview.</p> | | |
| | <p>Objective 3.1: Students will compare and contrast psychological theories to Biblical principles.</p> | <p>PSYC- 2.2 HREL - 1.4 CJUS - 2.3</p> |
| | <p>Objective 3.2: Discuss how both the Bible and psychological findings can result in a Christian view of human nature, human problems, and solutions to those problems.</p> | <p>PSYC -2.2 HREL - 1.4, 2.1, 2.3 CJUS - 2.7</p> |

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for

content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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