



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: Eight weeks.

Course ID: PSYC 1133

Course Title: Introduction to Psychology

College: College of Unrestricted Education – Department of Behavioral & Social Sciences

Prerequisites: None

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

An introduction to the field of psychology, with special emphasis on the more applied areas of psychology. Topics addressed include perception, intelligence, learning, personality, and social behavior.

Course Overview

The purpose of this course is to introduce the students to the general field of psychology. It will help students to better understand human experience and behaviors. We will cover a wide range of topics, including historical background, key psychological concepts, and different theories and perspectives on human behavior. Being that psychology is a science this course will require critical thinking and student involvement in discussions and activities. In addition to providing a basic knowledge of the field of psychology, this course is also intended to strengthen your ability to think critically and to identify areas of interest. So, join me on a quest these next eight weeks to apply ourselves, individually and as a class, to discovering more about who we are our through the perspective of psychology and the unique design afforded to each of us by our Creator.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 62.64 (7.83 hours per week).

Course Materials

1. No textbook purchase required. An open educational resource textbook is provided in course:

- [*Introduction to Psychology*](#)

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note

as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Research in psychology
- Biopsychology
- States of consciousness
- Sensation
- Perception
- Learning
- Thinking
- Memory
- Lifespan development
- Emotion and motivation
- Personality
- Social psychology
- Stress and health
- Psychological disorders
- Psychology treatment

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Define psychology and understand the evolution of psychology from its early pioneers to contemporary concerns.
2. Identify the three main levels of analysis in the biopsychosocial approach and understand why psychology's varied perspectives are complementary.
3. Identify the major attributes of neuroscience and their application to human behavior.
4. Understand human growth and development from a life-span perspective.

5. Understand physiological bases of sensation and perception and their relationship to human behavior.
6. Understand cognitive processes with an emphasis on learning and conditioning.
7. Define personality and identify various personality theories and their respective authors.
8. Identify the major classifications of psychological disorders and their basic symptomologies

Late Work

Work ahead: For planned events (mission trips, vacations, surgeries) you are invited to work ahead in order to submit work by the due date. No permission is needed.

Request an extension: If you know you will not be able to turn work in on time, contact your professor at least 24 hours before the assignment is due. Let the professor know about your circumstances and when you can turn the work in. If the professor decides to grant you an extension and you get the work in when you say you will, there will not be a penalty. You should only request an extension when something unforeseen comes up that you have no control over; a professor has no obligation to grant an extension and will be less inclined to do so if you are asking for one every week.

Late work: without prior arrangements, late work* submitted within one week of the original due date will be considered for partial credit. Work will ONLY be accepted for the first seven days after it is due. NO WORK will be accepted past the last day of the course.

*Discussion Posts: late participation in discussion forums is not accepted for late credit. The purpose of the discussion forum is to engage with your classmates on substantive ideas related to the course material, and your classmates will not revisit forums past the due dates. Similarly, professors will not revisit forums to grade past discussion due dates.

Professors of Foundational Core courses have been instructed to follow this policy to ensure fairness across all FC classes. Your professor will work with you if true emergencies occur, but your busy schedule will not be considered

an emergency. If you have travel, a vacation, a wedding, or any other plannable event, it is up to you to communicate with your instructor to avoid grade penalties.

Extra Credit

None accepted

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS

Aim



When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn



When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply



When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1:
XX/XX/XX – XX/XX/XX



- Define psychology.
- Identify psychology's subfields, and explain the difference between clinical psychology and psychiatry.
- Explain the different psychological perspectives.
- Describe key aspects of critical thinking in psychology.
- Explain the scientific method.
- Identify the key components of psychology-based research.



- Read textbook readings (provided in
- course). View various resources
(provided in course).



- Discussion for Week 1
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment for Week 1
 - Due: Tuesday
 - Points: 50
- Quiz for Week 1

➤

- Due: Tuesday
- Points: 20

MODULE 2:

XX/XX/XX – XX/XX/XX



- Describe the parts of a neuron and describe how nerve cells communicate.
- Identify the components of the nervous system and endocrine system.
- Explain drugs' impact on the brain and related behaviors.
- Define consciousness.
- Explain the different stages of the sleep cycle.
- Identify the major sleep disorders.
- Describe the major categories of drugs and their impact on the brain and body.



- Read textbook readings (provided in
- course). View various resources
(provided in course).



- Discussion for Week 2
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment for Week 2
 - Due: Tuesday
 - Points: 50
- Quiz for Week 2
 - Due: Tuesday
 - Points: 20

MODULE 3:
XX/XX/XX – XX/XX/XX



- Compare and contrast sensation and perception.
- Explain the basic dynamics of sensation and perception related to the five senses.
- Discuss the value of senses and how they would be impacted by the loss of a sense.
- Define learning and identify two forms of learning.
- Define classical conditioning and behaviorism, and describe the basic components of classical conditioning.
- Explain the process of operant conditioning.
- Identify the different types of reinforcers.
- Describe the process of observational learning.



- Read textbook readings (provided in
- course). View various resources
(provided in course).



- Discussion for Week 3
 - Due: Saturday, Tuesday
 - Points: 50

➤ Assignment for Week 3

- Due: Tuesday
- Points: 50

➤ Quiz for Week 3

- Due: Tuesday
- Points: 20

MODULE 4:
XX/XX/XX – XX/XX/XX



- Define cognition and intelligence.
- Identify the processes involved in language development.
- Explain problem-solving strategies and possible obstacles.
- Identify the genetic and environmental influences on intelligence. Describe the three-stage processing model of memory.
- Compare and contrast implicit and explicit memory.
- Identify the duration and working capacity of short-term memory.
- Discuss the process of consolidation, recall, and reconsolidation.



- Read textbook readings (provided in
- course). View various resources (provided in course).



- Discussion for Week 4
 - Due: Saturday, Tuesday
 - Points: 50
- Midterm Exam
 - Due: Tuesday
 - Points: 100

MODULE 5:

XX/XX/XX – XX/XX/XX



- Identify the major developmental changes within each age group.
- Explain the role of parenting and the parenting styles on the developing child.
- Identify Erikson's eight stages of psychosocial development and their accompanying issues.
- Identify the theories used to explain human motivation.
- Differentiate between the physical nature of hunger and the psychology of hunger.
- Identify the different theories of emotion.
- Explain one's own emotional style and the impact of that style.



- Read textbook readings (provided in
- course). View various resources
- (provided in course).



- Discussion for Week 5
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment for Week 5
 - Due: Tuesday
 - Points: 75
- Quiz for Week 5

- Due: Tuesday
- Points: 20

MODULE 6:

XX/XX/XX – XX/XX/XX



- Describe Freud's view of personality structure along with his psychosexual stages of development.
- Explain the humanistic perspective on personality.
- Apply trait theory to describe personality.
- Identify the social-cognitive perspective of personality.
- Describe factors that impact social thinking.
- Discuss the factors affecting conformity and obedience, applying knowledge gained from Milgram's experiment.
- Identify the components of prejudice, discrimination, and aggression.
- Explain the constructs of attraction and altruism.



- Read textbook readings (provided in
- course). View various resources (provided in course).



- Discussion for Week 6
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment for Week 6

- Due: Tuesday
- Points: 50

➤ Quiz for Week 6

- Due: Tuesday
- Points: 20

MODULE 7:
XX/XX/XX – XX/XX/XX



- Explain the role of appraisal in the way we respond to stressful events.
- Describe the biology of the “fight or flight” response as well as the physical characteristics and phases of the general adaptation syndrome.
- Identify stress reduction strategies, including the incorporation of one’s faith.
- Identify the major categories of the different psychological disorders and the key characteristics of each.
- Describe the symptoms of generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder, and post-traumatic stress disorder.
- Identify the contributions of the learning and biological perspectives to understanding the development of anxiety disorders.
- Define mood disorders and contrast major depressive disorder with bipolar disorder.
- Explain the development of mood disorders, paying special attention to the biological and social-cognitive perspectives.



- Read textbook readings (provided in
- course). View various resources
(provided in course).



➤ Discussion for Week 7

- Due: Saturday, Tuesday
- Points: 50
- Childhood Psychological Disorder Research Paper
 - Due: Tuesday
 - Points: 200
- Quiz for Week 7
 - Due: Tuesday
 - Points: 20

MODULE 8:
XX/XX/XX – XX/XX/XX



- Identify the different psychological therapies and biomedical therapies as well as compare and contrast the two.
- Explain the application and benefits of integrating one's Christian faith to therapy.



- Read textbook readings (provided in
- course). View various resources (provided in course).



- Discussion for Week 8
 - Due: Saturday, Tuesday
 - Points: 50
- Research Assignment
 - Due: Tuesday
 - Points: 100
- Final Exam
 - Due: Tuesday
 - Points: 100

SECTION 4: ASSESSMENTS

Discussion Forums

Description

Each week, students will participate in a class discussion. The discussion topics will relate to the weekly readings and will encourage the student apply what they have learned during the week as they engage with both the instructor and their fellow students. Each week students will be required to respond to the given discussion questions with a substantial post (more than 200 words) that demonstrates depth of understanding and is supported by a minimum of one cited and referenced source. This initial post should be posted each week by Saturday at 11:59pm EST.

In addition to the initial post students must respond substantially to a minimum of two of their peer's initial posts (100 word minimum for each reply). These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. These posts should be made each week by Tuesday at 11:59pm EST.

Total Possible Points

400

Grade Weight

31%

Assignments

Description

In weeks 1-3 & 5-6 students will complete written assignments that will be outlined in the classroom. These assignments will allow the students to apply concepts that they have read about during the corresponding week.

Total Possible Points

275

Grade Weight

21%

SECTION 4: ASSESSMENTS

Quizzes

Description

In weeks 1-3 & 5-7 student will complete a short quiz reviewing key concepts from each week's textbook readings.

Total Possible Points

120

Grade Weight

10%

Research Assignment

Description

You will have the option to complete 2 credit(s) of research by participating in online research studies through Sona, an online program that lists current research opportunities at SEU. Research credit will be worth 10% of your total grade. However, participation in research is completely voluntary. If you prefer not to participate in any studies, you may instead review a scientific research article published in a scholarly journal about psychology and write a 2-3 page summary of the article, or you may attend a scholarly research presentation about psychology and write a 2-3 page review of the presentation. One summary/review will count for 1 credit of research. Therefore, you would need to complete 2 of these summaries/reviews to earn full credit.

To create a Sona account, visit seu-edu.sona-systems.com and click the "Register Account" link. If you have any questions, email the Sona administrator at kaspargo@seu.edu.

Total Possible Points

100

Grade Weight

8%

Exams

Description

Midterm Exam: In Week 4, you will take a Midterm Exam. This exam will be objective in nature (multiple choices) and will cover materials studied in Weeks 1-4.

Final Exam: In Week 8, you will take a Final Exam. This exam will be objective in nature (multiple choices) and will cover materials studied in Weeks 5-8.

Total Possible Points

200

Grade Weight

15%

Childhood Psychological Disorder Research Paper

Description

For your final paper you will be writing a 4-6 page (not including the title and reference pages) research paper on a childhood psychological disorder. See the list of disorders below as possible options. Please note that many of these disorders can also be experienced in adulthood. For this paper you will specifically be examining these in relation to childhood onset.

In your paper you will need to pull information from a minimum of 3 sources in addition to your textbook. When writing this paper remember that it is a research paper, which means that all of our information should be pulled from your sources and not based on personal experience or opinion. With this in mind there should be ample in-text citations throughout your paper as you give credit to the sources of your information.

- Attention deficit/hyperactivity disorder (ADD/ADHD)
- Adjustment disorder
- Autism spectrum disorder
- Bipolar disorder
- Conduct disorder
- Depression

- Disruptive mood dysregulation disorder
- Eating disorder (anorexia or bulimia)

- Generalized anxiety disorder
- Intellectual disability
- Oppositional defiant disorder

The following points should be covered in your paper:

- Definition of disorder
- Symptomology (specific to what is seen in childhood onset)
- How is the disorder diagnosed (make sure to refer to the DSM-V when discussing diagnosis)
- Analyze the etiology (causes) of the disorder from a biopsychosocial perspective making sure to clearly address all three components of this perspective.
- Analyze this disorder from a developmental perspective including:
 - o How living with this disorder will impact continued development through childhood and adolescence
 - o How living with this disorder will impact their family life (i.e. relationship with parents and siblings)
 - o How the cognitive and/or behavioral deficits related to the disorder will impact their educational development
- Treatment options (specific to treatment during childhood)
- Steps parents can take to help their child cope with this disorder
- Short-term prognosis
- Long-term prognosis
- Conclusion

When organizing and writing this paper please use headings related to each of the above points. This paper should be a total of 4-6 pages double spaced and written in proper APA format. In addition to the minimum page count (i.e. 4 pages and 1 line minimum) you should also include a cover page and a reference page in APA format. Finally use a minimum of 3 additional sources in addition to your textbook to support your points.

Total Possible Points

200

Grade Weight

15%