



PSY 101 Introduction to Psychology

(3 credit hours)

Course Syllabus

Course Description

This course is an introduction to psychology as a behavioral science, including historical background, human development (genetic and physical) from birth through death, the senses and perception, intelligence and creativity, and the principles of conditioning, learning, memory, and forgetting.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Describe the major theoretical perspectives in modern psychology including cognitive, behavioral, and social.
2. Categorize examples of various types of psychological research.
3. Recognize and describe stages of human physical and emotional growth and development.
4. Identify the distinctive features of personality formation.
5. Discuss the factors involved in the diagnosis of psychological abnormality.
6. Compare the characteristics of psychodynamic, behaviorist, cognitive, humanistic, and family systems approaches to psychotherapy.

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

- Zimbardo, P., Johnson, R., & McCann, V. (2017). *Psychology: Core concepts* (8th Ed.) Prentice Hall. ISBN-13: 978-0134191485 (Looseleaf edition)

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements.

Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

In this course, you will participate in forum discussions, write short essays, participate in debates, role plays, and will create either a Wiki or a video to demonstrate your attainment of course learning outcomes. These assignments will allow you to apply skills and knowledge to real world issues relevant to psychological science.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	50	25	50	25	75	50	50	325
Assignment	50	100	100	50	50	50	50	450
Project	n/a	n/a	n/a	75	n/a	n/a	150	225
Total	100	125	150	150	125	100	250	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

PSY 101 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Introduction (Forum)
Week 1: Mind, Behavior, and Psychological Science	<input type="checkbox"/> WED: Activity 1.1 (Forum): Initial Post: Pseudoscience <input type="checkbox"/> WED: Activity 1.2 (Forum): Initial Post: Research Methods <input type="checkbox"/> SAT: Activity 1.1 (Forum): Second Post: Pseudoscience <input type="checkbox"/> SAT: Activity 1.2 (Forum): Second Post: Research Methods <input type="checkbox"/> SUN: Activity 1.3: Psychological Perspectives Essay
Week 2: Biopsychology, Neuroscience, and Human Nature Sensation and Perception	<input type="checkbox"/> WED: Activity 2.1 (Forum): Initial Post: Genetics and Behavior <input type="checkbox"/> SAT: Activity 2.1 (Forum): Second Post: Genetics and Behavior <input type="checkbox"/> SAT: Activity 2.2: Sensation and Perception homework <input type="checkbox"/> SUN: Activity 2.3: Impact of drug treatments on the Brain Essay
Week 3: Learning and Human Nature Emotion and Motivation	<input type="checkbox"/> WED: Activity 3.1: Week 3 Homework <input type="checkbox"/> WED: Activity 3.2 (Forum): Initial Post: Observational Learning <input type="checkbox"/> SAT: Activity 3.3 (Forum): Initial Post: Motivation <input type="checkbox"/> SAT: Activity 3.2 (Forum): Second Post: Observational Learning <input type="checkbox"/> SUN: Activity 3.3 (Forum): Second Post: Motivation <input type="checkbox"/> SUN: Activity 3.4: Theories of Emotion Essay
Week 4: Memory States of Consciousness	<input type="checkbox"/> WED: Activity 4.1 (Forum): Initial Post: Memory <input type="checkbox"/> WED: Activity 4.2: Debate: Consciousness (Initial Post) <input type="checkbox"/> SAT: Activity 4.1 (Forum): Second Post: Memory <input type="checkbox"/> SAT: Activity 4.2: Debate: Consciousness (Second Post) <input type="checkbox"/> SUN: Activity 4.2: Debate: Consciousness (Third Post) <input type="checkbox"/> SUN: Activity 4.3: Eyewitness Testimony Essay
Week 5:	<input type="checkbox"/> WED: Activity 5.1 (Forum): Initial Post: Emotional Development <input type="checkbox"/> SAT: Activity 5.2 (Forum): Initial Post: Measuring Intelligence

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Development over the Lifespan Thinking and Intelligence	<input type="checkbox"/> SAT: Activity 5.3 (Forum): Initial Post: Bias <input type="checkbox"/> SAT: Activity 5.1 (Forum): Second Post: Emotional Development <input type="checkbox"/> SUN: Activity 5.2 (Forum): Second Post: Measuring Intelligence <input type="checkbox"/> SUN: Activity 5.3 (Forum): Second Post: Bias <input type="checkbox"/> SUN: Activity 5.4 (Forum): Second Post: Essay: Influences on Development
Week 6: Personality Social Psychology	<input type="checkbox"/> WED: Activity 6.1 (Forum): Initial Post: Big 5 Personality Traits <input type="checkbox"/> SAT: Activity 6.1 (Forum): Second Post: Big 5 Personality Traits <input type="checkbox"/> SAT: Activity 6.2 (Forum): Role-Play: Personality Theory (Initial Post.) <input type="checkbox"/> SUN: Activity 6.2 (Forum): Role-Play: Personality Theory (Second Post) <input type="checkbox"/> SUN: Activity 6.3: Conformity Essay
Week 7: Psychological Disorders Therapies for Psychological Disorders	<input type="checkbox"/> WED: Activity 7.1 (Forum): Initial Post: Psychological Perspectives <input type="checkbox"/> WED: Activity 7.2 (Forum): Initial Post: Alternative Treatments <input type="checkbox"/> THURS: Activity 7.3: Final Project <input type="checkbox"/> SAT: Activity 7.1 (Forum): Second Post: Psychological Perspectives <input type="checkbox"/> SAT: Activity 7.2: Second Post: Alternative Treatments <input type="checkbox"/> SUN: Activity 7.4: Diagnosis and Treatment Essay

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at isabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to the list of advisors on the [Meet the Team](#) page for TU's Admissions & Aid Office (scroll toward the bottom of the page).

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.