



Course Syllabus

Course Title: Introduction to Psychology

Term and Year:

Course and Section Number: PSY 113

Time and Place: Asynchronous, Online

Number of Credit Hours: 3

Instructor: TBD

Office Hours: TBD

Cell Phone: TBD

Email: TBD

Course Description: This course will provide an introduction to psychology, the study of human emotions, cognitions and behavior.

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Analyze different research methods used in psychology.
2. Describe competing theories of child development.
3. Identify primary symptoms and causes of mental disorders and compare various types of psychotherapy used to treat disorders.
4. Discuss basic concepts of social and personality psychology.
5. Identify essential principles of learning and memory.

Prerequisites: None.

Required Text: A traditional textbook is not required. Open Educational Resources are used, including the following online textbooks:

Kearns, T. & Lee, D. (2015). General Psychology: An Introduction. U. of Georgia. Open Access Textbook Online. Download from: <https://open.umn.edu/opentextbooks/textbooks/general-psychology-an-introduction>

Spielman, R.M., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2014/2019). Psychology. OpenStax, Open Access Textbook Online. Download from: <https://openstax.org/details/books/psychology> ISBN-10: 1-947172-07-7 ISBN-13: 978-1-947172-07-4

Cuttler, C., Jhangiani, R. S., & Leighton, D. C. (2020). Research Methods in Psychology-Open Textbook Library. Download from: <https://kpu.pressbooks.pub/psychmethods4e/>

References:

Colizzi, M., Lasalvia, A., & Ruggeri, M. (2020). Prevention and early intervention in youth mental health: is it time for a multidisciplinary and trans-diagnostic model for care?. *International Journal of Mental Health Systems*, 14(1), 1-14.

Other Materials: Additional materials will be made available in the Course Content section each week.

Course Requirements: Students are required to review all weekly course reading and supplemental materials, complete all assignments by the day and time they are due, contribute meaningfully to discussion forums and interact respectfully with peers, complete all written assignments following APA formatting requirements, and use and cite scholarly/academic sources. Students are expected to read all announcements, monitor grades, and communicate as soon as possible with the professor in the event of questions, concerns, extenuating circumstances and/or when accommodations are needed to complete assignments.

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course on a given week, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, take a quiz or submit another similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Students should log in to the course a minimum of three times each week and should plan to devote the same amount of time they would to a 16-week, 3 credit course that meets in person. As such, it is important to recognize that this 8-week will be time consuming and plan accordingly.

Grading/Evaluation:

The breakdown of grades is as follow:

Assignment Type	Number/Term	Points/Assignment	Points/Term
Discussion Forums	8	30	240
Learning Activities	8	20	160
Quizzes	5	20	100
Total			500

The undergraduate course grading scale is as follows:

90-100% A	75-79% C+	60-64% D
85-89% B+	70-74% C	59% and below F
80-84% B	65-69% D+	

Assignments will be graded at regular intervals throughout the term and posted in the grade book on Moodle. See the course schedule for due dates/times for specific assignments. Late learning activities and quizzes will be accepted until Tuesday by 11:59 pm following the day they were due, with points deducted for each day they were late. Late discussion board posts will not be accepted, and no late work will be accepted in Week 8.

Other Policies:

Methods of Communication: The best/quickest way to communicate with the professor is via Trine email. Other forms of communication (e.g. Moodle chat messaging) may not receive as timely a response.

Written Assignments: All written assignments must be in your own words and must be formatted in APA style (7th edition). All written assignments must include both in-text citations and a properly formatted reference section.

Instructor Expectations: The instructor reserves the right to change or modify course materials or deadlines in response to student feedback or unforeseen circumstances (e.g. technical difficulties, emergencies, etc.) The instructor requests that students allow 48 hours to respond to student emails, although every effort will be made to respond more quickly. In addition to posted office hours, the instructor will be available by appointment to discuss student concerns, questions, feedback, etc. via phone or Zoom meeting.

Student Expectations: Students are expected to review the syllabus, course schedule, grading rubrics, assignment expectations and announcements, and to complete work thoroughly, thoughtfully and on time. It is the student's responsibility to communicate with the instructor prior to due dates when extenuating circumstances occur and to ask questions or seek feedback when a concept or expectation is not understood. Students are encouraged to keep a copy of all assignments and discussion board posts until the end of the term and to monitor grades and assignment completion regularly throughout the term. If you email me a picture of a sloth at any point during the semester you will receive up to 3 additional points on your lowest grade. Note that this course does not include lectures and is self-directed in many ways; as such, it requires more independence than a traditional, seated course.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism), including the use of AI technology (e.g. ChatGPT) to complete assignments, or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Artificial Intelligence (AI) is prohibited: All work submitted by students in this course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

OR

Artificial Intelligence (AI) is allowed: Students may use AI tools on instructor-identified assignments in this course. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. Using an AI tool without proper attribution may qualify as academic misconduct in this course. It is the responsibility of the student to verify the accuracy, reliability, and ethical implications of AI-generated content.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Additional Information: Additional information will be communicated via weekly announcements through the Moodle site.

Course Mapping:

Week One: Introduction (LO1)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Kearns & Lee, 2015: Chapter 1 (LO1)</p> <p>Spielman, et al., 2019: Chapter 1 (LO1)</p> <p>Kearns & Lee, 2015: Chapter 2 (LO1)</p> <p>Spielman, et al., 2019: Chapter 2 (LO1)</p> <p>Research Method Case Studies (LO1)</p> <p>Watch:</p> <p>The Surprising Science of Happiness (20:52) (LO1)</p> <p>Listen:</p> <p>You're Wrong About Psychology (20 mins) (LO1)</p>	<p>Discussion Forums (LO1):</p> <p>Introduction post: Introduce yourself during the first week of class. Include in your introduction what year you're in, your major and why you are taking Intro to Psych. Also include at least one topic in psychology that you're particularly interested in – this could be a diagnosis, a theory, something you heard in popular culture, an approach to research, etc. There are no bad ideas here!</p> <p>Discussion Forum 1: After reading the assigned textbook chapters and listening to the podcast, develop a post that covers the following questions:</p> <ul style="list-style-type: none"> • Why do you think psychology courses like this one are often requirements of so many different programs of study? • Why do you think many people might be skeptical about psychology being a science? • What are some key differences between experimental and correlational research and why might researchers sometimes use methods other than experiments? <p>Learning Activity (LO1):</p> <p>First, review the research methods case study document and mark it up to indicate design strengths and weaknesses and flag any ethical concerns. Then, comment briefly on the research described in the Ted Talk. What did you think of the</p>

	<p>findings and what did you notice about the methods used to study happiness?</p> <p>Quiz 1 (LO1): Research Methods</p>
Week Two: Research Methods (LO1)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>FAQs about IRBs (LO1)</p> <p>Cuttler, et al., 2020: Chapter 2 (Research Ethics) (LO1)</p> <p>Cuttler, et al., 2020: Chapter 11 (Presenting Your Research) (LO1)</p> <p>Watch:</p> <p>How to Write a Professional Email (16:19) (LO1)</p>	<p>Discussion Forum 2 (LO1): Respond to the following question for discussion.</p> <p>It has been argued that researchers are not ethically responsible for the misinterpretation or misuse of their research by others. Do you agree? Why or why not?</p> <p>Learning Activity 1 (LO1): Academic Email and Presentation</p> <p>Part 1. Communicating clearly and appropriately via email is an important professional skill that is often used in psychology (and other fields!) After reviewing this week's materials, write a professional email draft describing a hypothetical research study you want to conduct. Your email should describe the topic, study design and highlight any ethical concerns, questions or considerations that are relevant to the study and need to be considered by the IRB. Note that although you are drafting an email, it should be submitted as a document on TurnItIn.</p> <p>Part 2. Create a conference poster to present the research project you described in your email draft above. Note that because this study is hypothetical, you can include <i>expected</i> results. Refer to figure 11.6 in Cuttler, et al. Chapter 11 for examples of poster templates.</p> <p>Learning Activity 2 (LO1): Spot the Errors</p> <p>Complete the APA Activity and submit a screenshot of your score.</p>
Week Three: Theories of Child Development (LO2)	
Learning Activities and Materials	Assessments

<p>Read:</p> <p>Spielman, et al., 2019: Chapter 9 (LO2)</p> <p>Introduction to Developmental Theories (LO2)</p> <p>Psychodynamic Theory (LO2)</p> <p>Psychosocial Theory (LO2)</p> <p>Watch:</p> <p>Disney Pixar and Erik Erikson's Eight Stages of Development (5:47) (LO2)</p> <p>Piaget's Theory of Cognitive Development (6:55)(LO2)</p> <p>Kohlberg's Theory of Moral Development (4:35) (LO2)</p>	<p>Discussion Forum 3 (LO2): Choose <i>one</i> of the following questions to respond to on this week's discussion forum.</p> <ol style="list-style-type: none"> 1. Why should developmental milestones only be used as a general guideline for normal child development? What do you think are the pros and cons of tracking developmental milestones? 2. Describe the nature versus nurture controversy. Give an example of a trait and explain how it might be influenced by each (i.e. nature and nurture). DO you think that children's natures differ or that differences between children reflect differences in their experiences (or both)? 3. Define continuous and discontinuous development. Do you see child development as more continuous or discontinuous? <p>Learning Activity (LO2): Applying Developmental Theories Choose one of the major developmental theories from this week and explain how you would use your understanding of it to interpret and deal with each of the difficulties listed below:</p> <ol style="list-style-type: none"> 1. Your infant daughter puts everything in her mouth, including the dog's food. 2. Your eight-year-old son is failing math; all he cares about is baseball. 3. Your two-year-old daughter refuses to wear the clothes you pick for her every morning, which makes getting dressed a twenty-minute battle. 4. Your sixty-eight-year-old neighbor is chronically depressed and feels they have wasted their life. 5. Your 18-year-old daughter has decided not to go to
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	<p>college. Instead she's moving to Colorado to become a ski instructor.</p> <p>6. Your 11-year-old son is the class bully.</p> <p>Quiz 2 (LO2): Child Development</p>
Week Four: Symptoms of Mental Health Disorders (LO3)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Spielman, et al., 2019: Chapter 15 (LO3)</p> <p>Watch:</p> <p>A Tale of Mental Illness (14:36) (LO3)</p>	<p>Discussion Forum 4 (LO3):</p> <p>1. Discuss why thoughts, feelings, or behaviors that are merely atypical or unusual would not necessarily signify the presence of a psychological disorder (for example, this may be a behavior that is considered normal in another culture or belief system that is not considered normal in your own.)</p> <p>2. Describe when an atypical or unusual behavior becomes a mental health problem. (Hint: what must be present for a disorder to be diagnosed?)</p> <p>3. Describe and explain one example of a behavior that may be atypical or unusual but not necessarily disordered, and one example of a behavior that could signify a mental health problem.</p>
Week Five: Prevention and Treatment (LO3)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Spielman, et al., 2019: Chapter 16 (LO3)</p> <p>Prevention and Early Intervention in Youth Mental Health (LO3)</p> <p>Watch:</p> <p>There's No Shame in Taking Care of Your Mental Health (8:57) (LO3)</p>	<p>Discussion Forum 5 (LO3):</p> <p>Why is there stigma around seeking treatment for mental health issues? How does this conflict with what we know about prevention and early intervention? What do you think it needed to reduce the stigma?</p> <p>Learning Activity (LO3): Develop an ad campaign aimed at reducing stigma around mental health</p>

	<p>diagnoses and treatment. Step 1: Research explanations for why stigma around mental health diagnoses and treatment exist, barriers to accessing mental health care in the United States and effective ways to reduce stigma. Step 2: Choose a target demographic (e.g. children, high school students, college students, adults, parents, men, women, etc. and create an anti-stigma advertisement or infographic geared toward that group and based on what you learned (NOTE: Your objective is to create an interesting visual so that an outside observer could quickly learn at least <i>three new things</i> by looking at it.) The infographic must include at least 2 images (pictures, charts, and graphs all count as images) and some text. Include your references in APA format either at the bottom of the visual or on a separate page.</p> <p>Quiz 3 (LO3): Mental Health Disorders</p>
Week Six: Social Psychology (LO4)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Spielman, et al., 2019: Chapter 12 (LO4)</p> <p>Kearns & Lee, 2015: Chapter 15 (LO4)</p> <p>Conformity, Compliance and Obedience (LO4)</p> <p>Watch:</p> <p>The Milgram Experiment (44:26) (LO4)</p> <p>Listen:</p> <p>The Big Man Can't Shoot (35:42) (LO4)</p>	<p>Discussion Forum 6 (LO4):</p> <p>Choose one of the following questions to discuss:</p> <ol style="list-style-type: none"> 1. How often do you hear people criticizing groups they are not a part of or don't know much about? Give an example and describe which social psychology phenomenon your example demonstrates. 2. Most people adamantly state that they would never have turned up the voltage in the Milgram experiment. Do you think you would have refused to shock the learner? Looking at your past behavior, what evidence suggests that you would go along with or refuse the

	<p>order to increase the voltage?</p> <p>Learning Activity (LO4):</p> <p>Imagine that you work for Trine and you have been asked to develop a campaign to meet one of the following goals or a goal of your own choosing:</p> <ul style="list-style-type: none"> • Encourage college students to exercise regularly • Encourage people to donate blood • Encourage people to attend sporting events • Encourage people to participate in campus elections <p>Describe how you would develop a persuasion campaign using the conformity, compliance, and obedience principles. Include the following:</p> <ol style="list-style-type: none"> 1. What topic would you choose? 2. Whom would you choose to be the spokesperson(s) for your campaign, and why? For example, the liking principle suggests that college students might be more persuaded by people who are similar to them, such as other college students. On the other hand, authority figures, as illustrated so vividly by the Milgram experiments, are also likely to induce compliance. 3. Think about what messages you would incorporate into your campaign to induce compliance, and what persuasive techniques you might use. In addition to your answers to the question above, include a one-page flyer demonstrating your approach.
Week Seven: Personality Psychology (LO4)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Spielman, et al., 2019: Chapter 11</p>	<p>Discussion Forum 7 (LO4):</p> <p>Take the Big five Personality Test. Describe and react to your results</p>

<p>(LO4)</p> <p>The Art You Like Reveals Your Personality (LO4)</p> <p>Watch: Who are you, really? (15:07) (LO4)</p> <p>Play: That's My Theory (LO4)</p>	<p>(Were you surprised? Were they what you expected? Why or why not?). Then, share your reactions to the Ted Talk and research summary (The Art You Like Reveals Your Personality); what stood out to you most?</p> <p>Learning Activity (LO4): PowerPoint Presentation</p> <p>You are the teacher! Create a 15 to 20-slide presentation describing one theory of personality development. Your presentation should be clear, accurate and complete. Make sure your presentation is visually appealing, engaging and provides enough information for your audience to be able to fully understand the theory. See the Course Schedule for submission requirements.</p> <p>Assignment Expectations:</p> <p>Presentation is at least 15 slides, includes complete and accurate information, is engaging and visually appealing, sources are cited, including where in the online text you found the information, and the presentation is 100% your own work - - nothing should be copied and pasted or directly quoted from your textbook or other sources.</p> <p>Select from the following: Psychodynamic Perspective, Individual Psychology, Analytical Psychology, Behaviorist Perspective, Social Cognitive Perspective, Humanistic Perspective, Trait Theory.</p> <p>Quiz 4 (LO4): Social and Personality Psychology</p>
Week Eight: Learning/Memory (LO5)	
Learning Activities and Materials	Assessments
<p>Read:</p> <p>Spielman, et al., 2019: Chapter 8 (LO5)</p>	<p>Discussion Forum 8 (LO5): Part 1: What principles of learning, memory and motivation will you use moving forward to</p>

<p>Spielman, et al., 2019: Chapter 6 (LO5)</p> <p>Kearns & Lee, 2015: Chapter 5 (LO5)</p> <p>Motivation (LO5)</p> <p>Watch: How to Train a Brain (11:48) (LO5)</p> <p>Listen: Flashbulb Memories (22:12) (LO5)</p>	<p>support your academic goals? Name and describe at least three principles you will apply.</p> <ul style="list-style-type: none"> Part 2: Reflect on the course by answering the following questions. <p>What are you taking away from the course that you didn't know or hadn't considered before?</p> <p>Have any of your ideas about development changed as a result of the course? If so, how?</p> <p>What was your favorite topic in the course, and how might it influence your next steps in your education/career?</p> <p>Do you have any lingering questions you want hope to get answered? If so, what?</p> <p>Learning Activity (LO5): Answer the following questions in short answer format:</p> <ol style="list-style-type: none"> 1. Define classical and operant conditioning and give three personal examples of each that you have witnessed. 2. Explain negative and positive reinforcement and punishment. What does each term mean in this context (i.e. negative, positive, reinforcement, punishment)? 3. Define flashbulb memory and give an example of one from your life. <p>Quiz 5 (LO5): Learning and Memory</p>
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