# (University Logo)

# INTRODUCTION TO PSYCHOLOGY

# CSYC 2013-­‐(CRN#)

# [Class Days & Times]

# (Meeting Location)

# Semester - Year

## 

Dr. Joe Sample

Instructor, Psychology

xxx-xxx-xxxx (Office)

[jsample@xxx.edu](mailto:jsample@xxx.edu)

Office: SITE ###

Office Hours

## Course Materials:

**TEXTBOOK: *REQUIRED***

**Title:** *Introduction to Psychology, xxth edition*

**Author:** XXXX XXXXX

**NOTE:** This is an open education resource (OER) ebook that you will access online. You **MUST** get the edition shown above! OER means there is no cost for accessing the textbook. You can order it online from (Michael, *I am not sure if Pressbooks is a vendor for hard copies. But, I know quite a few students wish to have access to a physical textbook. If you find Pressbooks does not sell hardcopies, simply strike this part from the syllabus. If you would like to purchase a hard copy of the text, you will be able to through Pressbooks but this is NOT required.)*

## Course Description:

This course includes the principles of psychology as a science, characteristics of human behavior and cognitions as well as a survey of major topic areas including motivation, learning, emotions, and social and biological factors. There are no prerequisites for this course (3 credit hour course)

## Course Objectives & Outcomes:

By the end of this course, students should be able to:

1. Describe ethical principles that guide psychologists in research and therapy.
2. Describe Psychology as a science and identify research methods Psychology.
3. Summarize historical and contemporary theoretical perspectives in Psychology.
4. Identify factors in physiological and psychological processes involved in human behavior.
5. Describe relations among individuals, groups, and society utilizing discipline specific terminology.

## University Policies and Support: *[Keep as a placeholder for future adopters. Sample text included]*

* **Code of Conduct**
* **Online Etiquette**
* **Academic Integrity**
  + Research has shown that people who are honest, respectful, and ethical have happier, healthier, and more successful lives. To be dishonest is to cheat yourself and to set yourself up for failure in life.
  + In all forms of communication, be respectful, kind, and supportive.
  + The work that you submit must be your own. This includes assignments, tests, bonus work, etc.
  + Do not submit work as your own if you obtained it from others. If you copy work from others or submit any work that is not yours, you will receive a zero for the assignment. You may also receive an F for the course.
  + You may not provide answers to others during this course or in the future.
  + Those who cheat will receive an F for the course and face serious consequences. Do not risk your academic standing. In the end, you only cheat yourself the most.
  + The definition of cheating, including plagiarism, and the possible consequences, are found in the Student Policy Manual. Some people mistakenly believe that information on the internet is in the public domain and can be freely copied and used, with or without citation. This is not true.
  + Please do not copy source material into answers. I often use Turnitin and/or SafeAssign, document originality tools, which accesses millions of electronic documents worldwide. The software compares any submitted work to other published material to determine if the submitted work is copied and used as one’s personal work. Points will be deducted for percentage of similarity. For instance, if work submitted by student shows 70 % similarity to other published sources, 70 % will be deducted from the possible points. I will not charge you with plagiarism in such cases, unless the student contests the decision at which time I will send the work to the academic integrity committee at your institution and ask them to make a decision. I do not think any of my students would ever resort to such measures of plagiarism, but I find through experience that a good understanding goes a long way to help individuals achieve success. It may be beneficial to review the institutions policy on academic integrity and plagiarism.
* **Diversity Statement**
* **Accessibility and Disability Services**
  + **If you require accommodation, please make the instructor aware of them before the 3rd day of class.** If you need accommodation because of a known or suspected disability, you are invited to contact the director for disabled student services at:
* **Student Services** *[student services could include: advising, financial aid, mental health, veteran's, and career. Adopting institutions should include accessibility policies or statements to indicate the availability of services and accommodation]*
  + The University of Louisiana at xxxxx strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.
  + Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at xxx-xxx-xxxx or to file a complaint, visit [URL]
    - Student Success Center: [URL]
    - Counseling Center [URL]
    - Special Needs at [URL]
    - Library [URL]
    - Computing Center Help Desk [URL]
    - Current college’s policies on serving students with disabilities can be obtained at for the university website: http://xxx.edu/counselingcenter/
* **Technology Support**
* **Academic Support Services**
* **Attendance Policy & Class Participation** – All policies stated in the current XXX *Student Policy Manual & Organizational Handbook* will be followed. See: *[insert URL]*
  + Class attendance is regarded as an obligation and a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student’s scholastic standing and may lead to suspension from the University.
  + Any student who is not present for at least 75% of the scheduled class sessions in any course may receive a grade of “W” if this condition occurs prior to the last day to drop a course or a grade of “F” after that date.
  + Any University-­‐related activity requiring an absence from class will count as an absence when determining if a student has attended 75% of class meetings.
  + Students are responsible for the effect absences have on all forms of evaluating course performance. Thus, the student is responsible for arranging the allowed make up of any missed work.
  + Attendance is worth X % of your grade.
* **Academic misconduct -** Academic cheating includes the accomplishment or attempted accomplishment of the following:
  + Copying or obtaining information from another student’s test paper.
  + Using, during a test, materials not authorized by the person giving the test.
  + Collaborating, conspiring, or cooperating during a test with any other person by giving or receiving information without authority.
  + Selling or giving away all or part of an unadministered test or any information concerning specific questions and items on an unadministered test.
  + Requesting, bribing, blackmailing, or in any other way causing any other person to obtain an unadministered test or information about an unadministered test or a test in the process of being administered.
  + Substituting for another student, or permitting any other person to substitute for oneself to take a test.
  + Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirement any theme, report, term paper, essay, other written work, painting, drawing, sculpture or other art work.
  + Submitting artificially produced data or information in the place of descriptive, experimental, or survey results.
  + Any other devious means of securing an unearned grade in a non-­‐credit course or in a course offered for credit.
  + Plagiarism is the use of any other person’s work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one’s own work offered for credit.
* **Course Evaluation Policy**
  + Students are expected to complete the online course evaluation when the course is over.

## Course Policies: *[Adopting institution should provide learners information such as how to use the tools and features of the LMS and how to get help desk support. Add information on how to receive assistance with Pressbooks. Examples below]*

* **E-mail:** I will do my best to respond to e-mail within a timely manner. Please use your university e-mail to communicate with me. When e-mailing, make sure you include: Your full name, the class you are in (include the time and day) and your ID.
* **LMS *(i.e., LMS can be replaced with the instructor’s platform choice such as Moodle) –*** You are expected to log in to LMS regularly. (LMS.xxx.edu) LMS will have a copy of the course syllabus. LMS will be used to post grades as well as online communication with the class.
* **Late Assignments –**Assignments will be due on the specified due dates. Any change in due dates will be at the discretion of the instructor. Students SHOULD NOT depend on extension. **Any assignments turned in after the due dates will be considered late and may result in a penalty or may not be graded at all.**
* **Cell Phones/Technology** – Cell phones should be set to vibrate during class and **OUT OF SIGHT**. Please inform me in advance if you are expecting an important call. Any disruptions that occur as a result of cell phone calls or texting will result in an impact to your attendance grade. Any excessive disruptions from cell phones or other technology may result in the dismissal of the student from class and an absence being recorded for the day. Taking notes on a laptop or tablet are allowed, but other activities during class are not. The same penalties will apply to technology as to cell phones. Additional policies may be put in place if necessary during the semester.
* **Evaluation Method:**

A = 90 - 100%

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = below 60

|  |  |  |
| --- | --- | --- |
| **Course Assignments and Points** | | |
| **Assignment** | **Due Date** | **Points** |
| Unit Readings | Ongoing | xxx |
| Unit Study Quizzes (xx @ xx pts each) | Ongoing | xxx |
| PSYC xxx Exam 1 | Xxxxxxxx | xxx |
| PSYC xxx Exam 2 | Xxxxxxx | xxx |
| PSYC xxxx Final Exam @ (time) | Xxxxxxx | xxx |
| Participation/Assignments | Ongoing | xx |
| Attendance | Ongoing | xx |

Total possible points = xxx

* **Unit Reading:** You are responsible for reading the Chapter that corresponds with the unit we are covering.
* **Unit Study Quizzes**: Each unit will have a corresponding quiz that covers the chapters in that unit. They are used to assess your reading/learning of the material and prepare you for your exams.
* **Exams:** There will be two exams worth xx points each. You must complete these during the designated class time, unless you have a university approved excuse. You are allowed one attempt. If the student has an issue about his/her grade, the instructor must be contacted no later than two (2) days after receiving the grade.)
* **Class Attendance/Participation/Assignments:** This class will be horribly boring and ineffective, not to mention impossible without your regular participation in discussions, activities, etc. Both the quantity and quality of contributions will be taken into account. Your perfect attendance will also be rewarded. There may be additional in class assignments and participation required.
* **Final Exam:** The University mandated final exam period for this course is schedule for Day, Date at Time. The exam must be taken during the designated time. You must work ALONE. This exam is worth xxx points.

***Changes to Syllabus, Schedule, and Assignments*** *– The instructor reserves the right to change or modify the syllabus in order to support the needs of the course and students as the semester progresses. In the event changes are made, you will be immediately notified.*

**Course Schedule:**

| **MODULE** | **TOPICS AND CONCEPTS** | **CORRESPONDING COURSE MATERIALS** |
| --- | --- | --- |
| **0: Getting Started** | * Complete the “Getting Started” Module | Check the News and Announcements Forum  Read the Course Syllabus  Introduce yourself to the class  Read the instructions for the Q & A Forum |
| **1: Introduction to Psychology:** *What is Psychology? History of Psychology Contemporary Psychology* | * Understand the etymology of the word “psychology” * Define Psychology * Understand the merits of an education in Psychology | Chapter 1  [Video 1 - *Introduction to Psychology*](https://youtu.be/pQHcYw0brWs) |
| **2: The Science of Psychology:** *Scientific Thinking Research Methods Ethics* | * Describe what scientific principles, laws and theories and research hypotheses are. * Explain how various scientific research methods can be used to address psychological research questions. * Discuss general ethical guidelines in conducting psychological research in human and animals. | Chapter 2  [Video 2 – *Psychology as a Science*](https://youtu.be/gIHKNhV6FyI) |
| **3: Physiological Aspects of Psychology:**  *Cells of the Nervous System Parts of the Nervous System The Brain and Spinal Cord* | * Describe the differences between genotype and phenotype * Discuss how gene-environment interactions are critical for expression of physical and psychological characteristics * Describe the basic parts of neurons and how they communicate * Explain how drugs act as agonists and antagonists for the neurotransmitter system * Describe the difference between the central and peripheral nervous systems * Explain the structure of the cerebral cortex (hemispheres and lobes) and the function of each area of the cortex. * Define the concepts of brain plasticity, neurogenesis, and brain lateralization. | Chapter 3  [Video 3 – *Biology: Cell Structure*](https://youtu.be/URUJD5NEXC8)  [Video 4 – *The Brain*](https://youtu.be/kMKc8nfPATI) |
| **4: States of Consciousness:**  *What is Consciousness? Why we Sleep Stages of Sleep  Substance Use and Abuse* | * What is consciousness * Why we sleep * Stages of sleep * Substance use and abuse | Chapter 4  [Video 5 – *What is Consciousness*?](https://youtu.be/MASBIB7zPo4) |
| **5: Sensation and Perception:** *Sensation vs Perception Vision Hearing Tasting, Smelling, and Touching* | * Distinguish between sensation and perception * Describe the concepts of absolute threshold and difference threshold * Describe the roles attention, motivation, and sensory adaptation play in perception * Describe the basic anatomy of the visual system and how rods and cones contribute to different aspects of vision * Describe the basic anatomy and function of the auditory system * Describe the basic function of the chemical senses * Explain the basic functions of the somatosensory, nociceptive, and thermoceptive sensory systems. * Describe the basic functions of the vestibular, proprioceptive and kinesthetic sensory systems | Chapter 5  [Video 6 – *Sensation & Perception*](https://youtu.be/unWnZvXJH2o) |
| **6: Growth and Development:** *What is Growth and Development? Lifespan Theories Stages of Human Development Death and Dying* | * Discuss the normative approach to development * Understand the three major issues in development: continuity and discontinuity, one common course of development or many unique courses of development, and nature versus nurture * Define and distinguish between the three domains of development: physical, cognitive and psychosocial. | Chapter 6  [Video 7 – *Human Growth and Development*](https://youtu.be/NiUA06JyEko) |
| **7: Learning:** *What is Learning?*  *Classical Conditioning*  *Operant Conditioning* | * Explain how learned behaviors are different from instincts and reflexes * Define learning * Recognize and define three basic forms of learning – classical and operant conditioning and observational learning. | Chapter 7  [Video 8 – *How to Train a Brain*](https://youtu.be/qG2SwE_6uVM) |
| **8: Thinking and Intelligence:** *Defining and Measuring Intelligence Language*  *Cognition and Emotion*  *The Source of Intelligence* | * Define the term intelligence * Explain how intelligence tests are developed * Describe the history of the use of IQ tests * Describe the purposes and benefits of intelligence testing | Chapter 8  [Video 9 – *Controversy of Intelligence*](https://youtu.be/9xTz3QjcloI) |
| **9: Memory:** *How Memory Functions Parts of the Brain Involved with Memory Problems with Memory Ways to Enhance Memory* | * Discuss the three basic functions of memory * Describe the three stages of memory storage * Describe and distinguish between procedural and declarative memory and semantic and episodic memory * Explain the brain functions involved in memory * Recognize the roles of the hippocampus, amygdala, and cerebellum * Compare and contrast the two types of amnesia * Discuss the unreliability of eyewitness testimony * Discuss encoding failure * Recognize and apply memory-enhancing strategies | Chapter 9  [Video 10 – *How We Make Memories*](https://youtu.be/bSycdIx-C48) |
| **10: Emotion and Motivation:** *Motivation*  *Hunger and Eating*  *Sexual Behavior*  *Emotion* | * Define intrinsic and extrinsic motivation * Understand that instincts, drive reduction, self-efficacy, and social motives have all been proposed as theories of motivation * Describe how hunger and eating are regulated * Differentiate between levels of overweight and obesity and the associated health consequences * Explain the health consequences resulting from anorexia and bulimia nervosa * Understand basic biological mechanisms regulating sexual behavior and motivation * Explain the major theories of emotion * Describe the role that limbic structures play in emotional processing | Chapter 10  [Video 11 – *The Power of Motivation*](https://youtu.be/9hdSLiHaJz8) |
| **11: Personality:**  *What is Personality? Origins of Personality and Behavior Approaches and Measurements* | * Define personality * Describe early theories of personality and their contributions * Discuss how personality may differ across cultures. * Describe various objective and projective tests | Chapter 11  [Video 12 – *Measuring Personality*](https://youtu.be/sUrV6oZ3zsk) |
| **12: Social Psychology**  *What is Social Psychology? Social Cognition Attitudes and Persuasion Conformity, Compliance, and Obedience Prejudice and Discrimination* | * Define social psychology * Describe the fundamental attribution error * Define aggression * Define cyberbullying * Describe the bystander effect * Define and distinguish among prejudice, stereotypes, and discrimination * Describe how people’s attitudes are internally changed * Describe the peripheral and central routes to persuasion * Explain the Asch effect * Define conformity and types of social influence * Define groupthink, social facilitation, and social loafing | Chapter 12  [Video 13 – What is Social Psychology](https://youtu.be/cw3e_XFIeQI) |
| **13: Psychological Disorders**  *Psychological Disorder: What Makes a Behavior “Abnormal”? Anxiety and Dissociative Disorders Mood Disorders Schizophrenia* | * Understand the problems inherent in defining the concept of psychological disorder * Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and, thus, symptomatic of a psychological disorder * Explain why classification systems are necessary in the study of psychopathology * Describe the basic features of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) * Discuss changes in the DSM over time, including criticisms of the current edition * Identify which disorders are generally the most common | Chapter 13  [Video 14 – *Psychological Disorders*](https://youtu.be/wuhJ-GkRRQc) |
| **14: Treatment of Psychological Disorders:**  *Reducing Disorder by Confronting It: Psychotherapy Evaluating Treatment and Prevention: What Works?* | * + Outline and differentiate the psychodynamic, humanistic, behavioral, and cognitive approaches to psychotherapy.   + Explain the behavioral and cognitive aspects of cognitive-behavioral therapy and how CBT reduces psychological disorders.   + Summarize which types of therapy are most effective for which disorders. | Chapter 14  [Video 15 – *Biomedical Treatment*](https://youtu.be/w2efaHgJ93A) |