

Syllabus for
PSY 201—Introduction to Psychology
3 Credit hours
Spring 2000

I. COURSE DESCRIPTION

A survey of the basic principles of psychology including development, motivation, emotion, learning, intelligence, physiological aspects, sensory processes, perception, attention, measurement and personality.

Course Prerequisites—None

Some discussion is given to the scientific nature of psychology in general. The many professional roles which psychologists fill are also studied, allowing the student some knowledge of how the professional interests and duties of psychologists can and do differ. Some basic philosophical and ethical issues in psychology and its practice are also reviewed.

II. COURSE GOALS

The purpose of the course is to introduce the student to both the art and science of psychology. It is hoped that the student will gain an appreciation for the contribution of psychology to a systematized study of behavior, particularly human behavior. The student should gain some perspective of the role played by the scientific method as a tool for discovering new information about the nonphysiological existence of persons. It is also hoped that the student will gain some sensitivity to the needs and problems of persons who do not conform to usually accepted psychological norms.

III. COURSE OBJECTIVES

The student who satisfactorily completes this course should be able to do the following:

- A. describe the requirements, standards, organizations, and problems of psychology as a profession and the various specialties of the practicing psychologist.
- B. discuss the nature, importance, and limitations of science in general and psychology in particular.
- C. describe the various methods that each of the mentioned personality theorists from Freud to Skinner has developed to explain and predict human behavior.
- D. discuss some of the ways that humans enhance or improve their concepts of themselves, as well as some of the ways that they defend those concepts from attacks by significant others.
- E. describe the influence of culture, sex roles, social class, and the differential treatment of persons, particularly minorities, on personality and behavior.
- F. discuss processes governing the acquisition of attitudes, beliefs, and prejudices, the conditions which maintain or change them, and some ways of measuring them for scientific purposes.
- G. define some basic mechanisms of genetics and discuss how heredity and environment interact in the development of all aspects of the human organism.

- H. identify some basic parts of the human nervous system and explain how they affect behavior.
- I. differentiate the physiological processes of sensing and the psychological processes of perception.
- J. define and explain the basic concepts of both classical and operant conditioning.
- K. analyze the role of stimuli, feedback, and organization in perceptual-motor learning, and describe verbal learning and remembering in information processing terms.
- L. discuss the role of hypothesis in problem solving and concept attainment and the relationship between language and cognitive processes.
- M. identify the needs that one's own motives and emotions serve, and specify the goals that satisfy these needs.
- N. define a number of descriptive statistical concepts and describe their uses in analyzing psychological research data.
- O. explain what constitutes a psychological test and describe some of the uses and misuses of these instruments.

The Student Study Guide contains the official list of behavioral objectives for this course on a chapter-by-chapter basis. The student who fulfills these objectives will satisfactorily complete the course. It is assumed that the actual testing format will be the multiple-choice format described in the procedures section of this syllabus.

IV. TEXTBOOKS

- Lahey, Benjamin (1998) Psychology: An introduction. (6thed.). Dubuque, Iowa: William C. Brown.
- Schneider, S. (1998) Study guide for psychology: An introduction. (6thed.). Dubuque, Iowa: William C. Brown.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Four major exams will be administered during the semester, as well as the final exam. Each of the first four examinations will be unit exams worth 100 points each. The final exam will be worth 200 points. Unannounced pop quizzes may also be administered and are worth 20 points each for up to but not exceeding 120 points total.
 - b. The student's final point total will then be referred to the following scale to arrive at a final course grade:
 - A- 90 to 100 percent of total possible points
 - B- 80 to 89
 - C- 70 to 79
 - D- 60 to 69
 - F- 0 to 59
 - c. Major unit examinations worth 100 points each will be administered in class after the completion of every three chapters. Specific test dates, as mentioned in the foregoing paragraph, are included in the course schedule so the student may plan to attend all testing sessions. The first four of these major exams will consist of fifty (50) multiple-choice questions taken from the reading material and classroom lectures. It cannot be assumed that material not specifically mentioned in class will not be tested over. That is the purpose of a reading assignment. Students who wish to review their completed exam and/or results must do so before the next scheduled exam is administered. A final examination of one hundred (100) multiple-choice questions will consist of fifteen (15) to twenty (20) questions from each of the chapters covered during the semester. The lowest score made by any student on either the first four major exams or the combined pop-quiz scores will be dropped in computing the final course grade. Because one score will be dropped, any test missed by any student for any reason, except administratively excused absences, will be considered that "dropped" score. A student cannot assume the right to make up an exam simply because he or she missed the exam for what was believed to be a "good" reason. If a student does not show up for an exam, a zero (0) is automatically given.
 - d. Makeup Examinations
 - (1) The one exception to the above is administratively excused absences given for official University business as attested to by the signature of the Dean of Arts and Sciences.
 - (2) Neither illness nor any other "good" reason is sufficient to justify a makeup exam for the first major examination missed during the semester. Hopefully most students will not miss any of the tests. In the unlikely event that a student should miss a test, that case will be decided on an individual basis, but with the foregoing policy clearly in mind. In those very few cases where a makeup exam may be allowed, a \$10 processing fee will be charged.
2. Other Policies and Procedures
- a. Introduction to Psychology will be conducted on a typical, three-day per-week lecture format. Some of the lecture days may be used to show and discuss selected 16mm films or videos that pertain to the unit of material under study at that particular time. Usually the lectures will supplement material presented in the reading assignment. Occasionally, however, the lecture will include some material from the text that is deemed complicated enough to need clarification and explanation.
 - b. Reading assignments for the semester will include all chapters except chapters four (4), ten (10), fifteen (15), and sixteen (16). Required chapters will be covered in consecutive order at the rate of approximately one chapter per week. A specific schedule for covering all material and taking all examinations (except the pop quizzes described below) will be handed out in class as part of a course schedule. The reading material obviously needs to be studied prior to the time that it is covered in class. It is expected that the student will work through the Student Study Guide. A series of "pop

quizzes" may be administered throughout the semester and will come directly from the Guided Review and Sample Test Items sections of the Student Study Guide. Each quiz will be worth 20 points and can be made up, if missed, only in the case of a properly authorized, administratively excused absence. Such absences are authorized in writing by the Dean of Arts and Sciences only. Other directors, supervisors, coordinators, etc., do not have the authority to approve such an absence

- c. It is assumed that serious students could seldom justify missing more than three class periods during the semester. It is further assumed that serious students would not use three absences unless illness or other very good causes forced them to do so. A student is considered absent by nature of his or her being out of class, regardless of the reason.
- d. Since this course is not a correspondence course nor a readings-only course, the professor reserves the right to reduce a student's final course grade due to excessive absences from class. Excessive is defined as anything more than three absences for the semester. If this option is exercised, the final grade will most likely be reduced by two percentage points for each absence in excess of three.
- e. If a student should leave a class after roll is taken, without informing the instructor beforehand, that student will be marked as absent for that class.
- f. Two tardies will count as one absence.

VI. COURSE CALENDAR

WEEK 1:	History of Psychology
WEEK 2:	History of Psychology
WEEK 3:	Biological Foundations of Behavior
WEEK 4:	Sensation and Perception
WEEK 5:	Basic Principles of Learning
WEEK 6:	Classical and Operant Conditioning
WEEK 7:	Memory
WEEK 8:	Cognition, Language, and Intelligence
WEEK 9:	Developmental: Conception – Adolescence
WEEK 10:	Developmental: Adulthood
WEEK 11:	Motivation and Emotion
WEEK 12:	Personality Theories
WEEK 13:	Stress and Health
WEEK 14:	Abnormal Behavior
WEEK 15:	Therapies

WEEK 16: Final Exam Week

Larry Walker
Name of Instructor

PSY 201
Course #

Intro. to Psychology
Title of Course

Behavioral Sciences
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

1. Communication of Global Perspective: understanding models of behavior and discussing intelligently.
2. Values-Ethics: evaluating treatment plans for protection of clients.
3. Analysis and Problem Solving: use of subject content to analyze human behavior.
4. Citizenship: use course knowledge base to understand human social problems.

COURSE GOALS

1. Understand the art and science of psychology. Describe the logic of using the scientific method in studying humans.
2. Explore the concepts of mental health and mental illness as real descriptions of the human experience.
3. Appreciate the social nature of psychology and the impact of society upon individual human behavior.
4. Understand the interplay between biology and behavior.

ASSESSMENT OF COURSE GOALS

STIMULI

1. Reaction papers
2. Faculty observations
3. Classroom discussions
4. Club participation
5. Ethics evaluation of cases

CRITERIA

1. Exam grades
2. Reaction papers