

Syllabus for  
**PSY 201—Principles of Psychology**  
3 Credit hours  
Fall 2017

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.

Prerequisite: 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 existence of persons. The student should gain some sensitivity to the needs and problems of persons who do not conform to usually accepted psychological norms.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

The student who successfully completes this course will 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 theorists from Freud to Skinner have 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.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Materials

##### Textbooks

Bernstein, D. A. (2016) *Psychology foundations and frontiers*. Boston, MA: Cengage Learning.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course
- 2. Students taking a late exam because of an unauthorized absence are charged a late

exam fee.

3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignmentsBy submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

#### B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

#### C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Fifteen chapter quizzes (online via D2L) and four major exams are administered during the semester, as well as the final exam. Each quiz is worth 10 points each. Each of the first four examinations are unit exams worth 100 points each. The final cumulative exam is worth 100 points. The Community Service Project for

Whole Person Assessment verification or alternate reflection paper assignment is worth 50 points.

- b. The student's final point total is 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. Specific test dates are included in the course schedule so the student may plan to participate in all testing sessions. These four major exams consist of approximately forty-five (45) multiple-choice questions and two or three (2-3) short answer or essay questions taken from the reading material and classroom lectures. It cannot be assumed that material not specifically mentioned in class is not tested over. That is the purpose of a reading assignment. Students who wish to review their completed exam results must do so before the next scheduled exam is administered. A final examination of one hundred (100) multiple-choice questions consists of six (6) to eight (8) questions from each of the chapters covered during the semester. 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 simply fails to show up for an exam, a zero (0) is automatically given.
- d. The Principles of Psychology class website on Desire2Learn contains the official list of behavioral objectives and study resources for this course on a chapter-by-chapter basis (<https://d2l.oru.edu>). The student who fulfills these objectives will satisfactorily complete the course. Objective quizzes and tests will be administered online using the multiple-choice format described in the procedures section of this syllabus.

## 2. Whole Person Assessment Requirements

- a. All students must complete verification of a minimum of 12 hours of community service to the instructor of this course. Students having already completed this verification in another social science elective will submit a one-page reflection paper about that experience.
- b. Artifacts not submitted or incorrectly submitted receive a zero for that assignment.

## D. Other Policies and Procedures

- 1. Changes - Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.

2. Office hours are posted on the instructor's door. If students cannot make the posted hours, they can email the instructor to arrange an appointment.
3. Late work will be assessed with a penalty of 10% per day for up to five days, after which time 50% typically will be deducted from the assignment grade.
4. When permission is granted for a late exam or make-up exam, typically a \$15 processing fee is charged and 10% of the score is deducted from the exam grade.
5. Attendance - Students should be aware that attendance records are kept and that attendance is required. Moreover, while in class students are expected to be engaged in learning not only by their presence but also by their verbal and nonverbal body language, including polite eye contact with whoever is speaking, participation in discussion, and self-controlled restraint in using technology and working on other assignments.
6. It is assumed that serious students could seldom justify missing more than one week of class during the semester. It is further assumed that serious students would not use these 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.
7. Four tardies are treated as one unexcused absence.
8. Excessive is defined as anything more than one week of classes for the semester. If student absences are excessive, the final grade is typically reduced for each absence in excess of one week (e.g., three percentage points per absence for a Tuesday and Thursday class; two percentage points per absence for a Monday, Wednesday, and Friday class).
9. If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
10. An excused absence consists of administrative excuses for required University activities. Students are welcome to make up any work missed due to an excused (by the administration) absence. A doctor's note will not generally excuse an absence, given that students are not penalized for one whole week of absences to allow for occasional illness.

## VI. COURSE CALENDAR

<u>WEEK</u>	<u>SUBJECT</u>	<u>TEXT</u>
Week 1	Introducing Psychology & Research	Chapter 1 2
Week 2	Biological Aspects of Behavior	Chapter 3
Week 3	Sensation and Perception	Chapter 4
	<b>EXAM 1</b>	<b>Ch. 1, 2, 3, &amp; 4</b>
Week 4	Learning	Chapter 5
Week 5	Memory	Chapter 6

Week 6	Thought and Language	Chapter 7
Week 7	Intelligence	Chapter 8
	<b>EXAM 2</b>	<b>Ch. 5, 6, 7, &amp; 8</b>
Week 8	Consciousness	Chapter 9
Week 9	Motivation and Emotion	Chapter 10
<b>Week 10</b>	<b>Break</b>	
Week 11	Human Development	Chapter 11
Week 12	Health, Stress, and Coping	Chapter 12
	<b>EXAM 3</b>	<b>Ch. 9, 10, 11, &amp; 12</b>
	<b>Community Service Documentation due</b>	<b>12 service hours</b>
Week 13	Personality	Chapter 13
Week 14	Psychological Disorders	Chapter 14
Week 15	Treatment of Psychological Disorders	Chapter 15
	<b>EXAM 4</b>	<b>Ch. 13, 14, &amp; 15</b>
Week 16	<b>Final Exam Week</b>	<b>Ch. 1-15</b>

## Course Inventory for ORU's Student Learning Outcomes

### PSY 201 Introduction to Psychology

Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		

<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		

<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			

