



Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.” (Matt. 22:37-39) So whether you eat or drink or whatever you do, do it all for the glory of God. (I Cor. 10:31)



PSYC100: General Psychology

Summer 2021

COURSE DESCRIPTION [ACADEMIC CATALOG]

Provides an overview of the major concepts of psychology viewed through contrasting perspectives and gives students a general knowledge base pertaining to the field. A wide range of topics are covered, including: biological influences, learning and memory, development, social factors, abnormal behavior, and therapy. Emphasis is placed on the relevance of psychology to everyday life and faith. This course is designed to benefit the major and non-major alike. (3.0 credits)

COURSE OVERVIEW

All of us are amateur psychologists – as such, we think we have a good understanding of human behavior and human thought. Unfortunately, we operate with many misconceptions, half-truths, and “common sense” ideas that are false. Therefore, it is important to develop a proper approach to studying behavior and mental processes so that we can come to correct conclusions. This course is meant to introduce you to the scientific study of human behavior and mental processes from a Christian perspective. You will find that the field of psychology is broader than most people think and that the scientific method is an integral part of informing our understanding of psychological phenomena. We will also explore how psychology and the Christian faith relate to each other, where they are in harmony, and where they are in conflict concerning conclusions about human behavior. Throughout this course, my hope is that you will come to appreciate the diversity of the field and see ways to connect what you learn in the course to your life.

ESSENTIAL QUESTION

How does a holistic understanding of human functioning, using psychology integrated with Christianity, help you to care for yourself and your neighbor?

INSTRUCTOR

Dr. Jonathan Stadler Department of Psychology Phone: (507) 344-7837 E-mail: jstadler@bhc.edu

OFFICE HOURS

As this is an online course, “office hours” will refer to my policy on responding to e-mails or phone messages. From Monday-Friday, you can expect an e-mail response within 24 hours. On Saturday-Sunday, you can expect a response within 48 hours.

REQUIRED RESOURCES

OpenStax (2014). *Psychology*. Go to <https://openstax.org/details?psychology> and either download the text as a PDF or open it as an online textbook.

Moes, P., & Tellinghuisen, D.J. (2014). *Exploring psychology and Christian faith: An introductory guide*. Grand Rapids, MI: Baker Academic [ISBN: 978-0-8010-4926-2]

ADDITIONAL READINGS

In addition to the textbooks, scientific and other articles relevant to the topics covered in class may be placed on reserve in the BLC library, available on MyBLC, or passed out in class. You will be responsible for the material in these articles. Outside readings will be announced in class.

BLC INSTITUTIONAL OBJECTIVES

By graduation, a Bethany Lutheran College student will:

- 1) Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
- 2) Demonstrate intellectual, creative, and problem-solving skills.
- 3) Demonstrate an understanding of personal and public responsibility.
- 4) Develop habits of thinking that apply to a fulfilling life of learning.

PSYCHOLOGY PROGRAM OBJECTIVES (PO)

1) Knowledge Base: Students will be able to demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology. Students will also be able to discuss how psychological principles, connected to the Christian faith, apply to behavioral and mental problems.

2) Scientific Inquiry and Critical Thinking: Students will be able to critically evaluate information to interpret and draw conclusions about psychological phenomena. Students will also be able to demonstrate scientific reasoning and problem-solving, including effective research methods, to investigate psychological phenomena.

3) Ethical and Social Responsibility and Respect for Diversity: Students will be able to demonstrate in professional and personal settings ethical and socially responsible behaviors, grounded in the Christian faith. Students will also be able to demonstrate awareness of how multicultural and global concerns impact their understanding of psychology.

4) Communication and Professional Development: Students will be able to demonstrate competence in writing and in oral and interpersonal communication skills for different purposes within the psychology discipline. Students will also be able to apply psychology-specific content and skills to personal, academic, and career development.

STUDENT LEARNING OUTCOMES (SLO)

Students will demonstrate the ability to:

SL01: Describe major concepts and theories across at least three subfields in psychology [theory] (PO1).

SL02: Describe how psychology uses the scientific method to learn about human behavior and mental processes [theory] (PO1, PO2).

SL03: Conduct a simple psychological experiment, analyze the results, and come to a conclusion [application] (PO2).

SL04: Exhibit a set of skills necessary to be successful in the psychology major, as a college student, and post-college [application] (PO2, PO4).

SL05: Identify how knowledge gained by psychology can be applied to improve one's life [application] (PO4).

SL06: Demonstrate how the Christian perspective relates to, conflicts with, and informs psychological perspectives [integration] (PO1, PO4).

COURSE EVALUATION

Course Evaluation	Description	Grading Values
1) <u>Online quizzes</u> (OQ) <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 2, 5</i>	OQs will be posted to Moodle; you will have 3 attempts at each quiz, with your best score being recorded.	Each OQ = 10 pts. Total = 100 pts. possible
2) <u>Skill Set Exercises</u> (SSE) <i>Student Learning Outcome(s)</i> <i>Assessed: 2, 3, 4</i>	SSEs will help you develop skills to be successful in the psychology major, as well as in college and life.	Each SSE = 10 pts. Total = 100 pts. possible
3) <u>Online discussions</u> (OD) <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 5, 6</i>	ODs will provide the opportunity to explore topics in more depth.	Each OD = 5 pts. Total = 25 pts. possible
4) <u>Final Exam</u> <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 2, 5, 6</i>	The Final Exam will cover class material and discussions, and will be cumulative.	Total = 100 pts. possible

TOTAL POINTS FOR THE COURSE = 325 points

Grades will be calculated on the following percentage cut-off points:

A = 93 – 100% (303-325 pts)

A- = 90 – 92% (293-302 pts)

B+ = 87 – 89% (283-292 pts)

B = 83 – 86% (270-282 pts)

B- = 80 – 82% (260-269 pts)

C+ = 77 – 79% (251-259 pts)

C = 73 – 76% (238-250 pts)

C- = 70 – 72% (228-237 pts)

D = 60 – 69% (195-227 pts)

F = <60% (0-194 pts)

COURSE REQUIREMENTS (DETAILED DESCRIPTION)

The course requirements are due on a particular day of the week, and the deadlines set up a weekly rhythm that should help you keep on top of when assignments are due. **Skill Set Exercises** are **DUE on Fridays**, and **Online Quizzes** are **DUE on Sundays**. Your *INITIAL POSTS* for *weekly Online Discussions* are *DUE Wednesday*, and *follow-up replies and comments* are *DUE by Saturday of that week*. **ALL assignments are due at 11:55 P.M. (Central Time) on the day it is due.** Additional details of course requirements follow.

Online Quizzes (OQ): OQs become available on the Monday morning of the week when content will be covered. **OQs must be completed by 11:55 P.M. (Central Time) on the Sunday after the week when the content was covered.** (This is the day before the new content unit becomes available.) You will have a **total of 3 attempts**, and *your best score will count toward your final grade*. I recommend taking your first attempt early in the week (by Tuesday), and then using that feedback to review the material so that you can improve on subsequent attempts. During most weeks, you will have two different content quizzes to complete.

- There are 11 OQs, but only 10 OQ scores count toward your final grade, so the lowest OQ score will be dropped.
- OQs constitute a series of mini-exams because they add up to being worth as much as the Final Exam.
- You may use your textbook, notes, etc., when taking OQs, BUT **you may not work with fellow classmates or other students on OQs.** (THAT IS CONSIDERED CHEATING!)

Skill Set Exercises (SSEs): SSEs are usually assigned and due on Fridays. The instructions for completing the SSEs will be done via video tutorials and material posted with the assignments. The purpose of SSEs is to teach you skills and abilities that contribute to succeeding in college. In some cases, the skills are specific to the psychology discipline (e.g. using APA Style for writing), but in many cases, the skills are beneficial to you regardless of your major (e.g. interpreting graphical data, reading primary research articles, calculating descriptive statistics). Therefore, all students can benefit from completing SSEs.

- There are 11 SSEs, but only 10 count toward your final grade, so the lowest SSE score will be dropped.

Online Discussions (ODs): The OD topic will be posted on the Monday morning of the week when content will be covered. It is expected that you will read the content in preparation for discussing the topics, therefore your **initial posts in response to the topic are expected by Wednesday**. Your initial post must be substantive, which means a post of at least 100 words. After your initial post, you are expected to make at least two additional posts responding to things written by your classmates or me. These replies need to show thoughtfulness, engagement, and respect (more than "Yes", "I disagree", or "That's the same thing I was thinking"). **Replies need to be posted by Saturday at 11:55 P.M. (Central time).** (After that time, posts will not count toward your score.) A final wrap-up summary of the discussion will be posted by me on Sunday.

- There are 7 ODs, but only 5 ODs count toward your final grade, so the lowest 2 OD scores will be dropped.

Final Exam: The final exam will be cumulative. The format is yet to be determined, but will include integrative essay topics that will require you to show that you understand psychological concepts and can apply them to different contexts in a meaningful way. Further instructions (including example essay answers) will be posted two weeks before the final exam is due. (NOTE: There is no sit-down exam, so you will not need to arrange for proctors for this course.)

POLICIES AND PROCEDURES

MAKE-UP POLICY

Online Quizzes and Online Discussions can NOT be made up. The policy on other course requirements are covered under the **Late Assignment Policy**.

LATE ASSIGNMENT POLICY (Skill Set Exercises)

Late assignments will be penalized 10% for every calendar day late. **Assignments are considered late if not submitted by 11:55 p.m. on the due date.** Late assignments will **NOT** be accepted once they have been graded and returned to the class or nine calendar days have passed from the deadline (whichever comes first).

ATTENDANCE POLICY

I consider part of the classroom experience to be a training ground for effective habits. In the post-college world, fulfilling your responsibilities is expected and failure to do so can carry serious consequences (loss of promotions, demotions, firing, etc.). In an online environment, “attendance” is based on how often you are logging in to Moodle during the course. There is a positive correlation between how frequently you log in to Moodle during the week and how high your grade is, so it makes sense to keep your “attendance” regular during this course. Those who regularly “attend” the class will be in a position to get the benefit of the doubt (e.g. when grades are on the border between letter grades) compared to those who log in infrequently.

ACADEMIC INTEGRITY

Academic honesty is required in all situations. Plagiarism and other forms of misrepresentation or dishonesty are grounds for failure as follows:

A student's written work is that person's guarantee that the thoughts and expressions in it, except where credited to another source, are the student's own. Dishonest work includes, but is not limited to, the following examples:

- *Giving or receiving aid by communication or help of any kind on examinations or tests;*
- *The unauthorized use of books, papers, or notes of any kind or in any part copied from any source without proper documentation or in an attempt to pass it off as one's own work;*
- *Receiving help in preparation or revision to such an extent that it destroys the original character or individual style of the paper;*
- *Attempting to use a paper from one assignment or class as fulfillment of a requirement in another class;*
- *Any other misleading or dishonest practices.*

CHEATING IS NOT TOLERATED. ANY STUDENT CAUGHT CHEATING WILL FAIL THE ASSIGNMENT/EXAM ON THE FIRST INFRACTION. ON THE SECOND INFRACTION, THE STUDENT WILL FAIL THE COURSE, REGARDLESS OF THEIR NUMERICAL AVERAGE IN THE CLASS AT THE TIME.

NOTE: IGNORANCE OF WHAT CONSTITUTES DISHONEST WORK IS NOT AN EXCUSE.

As a final point about academic honesty, I leave you with a quote from a former professor at my alma mater:

“Today I am going to give you two examinations, one in trigonometry and one in honesty. I hope that you will pass them both. But if you must fail one, let it be trigonometry.” Madison C. Sarratt

CLASS PARTICIPATION/ENGAGEMENT

I intend for this class to be discussion- and participation-oriented. Participation in the online discussion forums is required. Class engagement is strongly encouraged because research shows that active participation is associated with positive outcomes (better retention of material, better grades, greater satisfaction with the class, etc.).

RESPECT IN THE CLASSROOM

I want to foster an educational environment that fosters respect for the subject, respect for the teacher, and respect for the student. Respectful behavior is expected of everyone, that is, by both the teacher and students. To demonstrate respect, everyone (myself included) will refrain from disrespectful comments on the discussion forum. We will be respectful and allow everyone to express themselves without fear of being ridiculed. This does not mean, however, that discussion of topics will not include disagreement; instead, any disagreement during a discussion should be conducted respectfully by all. In all our actions, we should reflect the exhortations to “speak the truth in love” and “love your neighbor as yourself” and act in a way worthy of our callings.

STUDENTS WITH DISABILITIES

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.”

If you have a disability, please contact Ms. Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730). Once I have received documentation from Ms. Ringen, we will work together to develop appropriate accommodations to help you.

INCOMPLETES

If a student receives a grade of Incomplete (I) for the semester, the incomplete work must be made up within 30 calendar days. If a longer period of time has not been granted by special permission, the incomplete will automatically be recorded on the student's transcript as an "F". I should note that I am not in the habit of giving Incompletes, except in very rare circumstances.

CONFLICT RESOLUTION (DISPUTES)

Although I never anticipate having conflicts in the class, should they arise over grades, assignments, content, policies, or conduct in the classroom, here is the policy for handling such situations:

1. Set up a meeting with me (the instructor) to discuss the issue outside of the classroom. You **MUST** meet with me **FIRST** to try to resolve the issue before you are allowed to meet with the department chair or academic dean. (This can be done via Skype or Google hangout.)
2. If you are not satisfied with the resolution, a meeting will be set up with the department chair (Dr. Jen Kom) to discuss the issue. This meeting should be arranged so that both you and I are able to attend. At this meeting, both you and I may be asked to provide in writing our perspectives on the issue, along with any other supporting documentation.
3. If you are not satisfied with the resolution, at this point a meeting will be set up with the Vice President of Academic Affairs, Dr. Jason Lowrey. Should this step be necessary, Dr. Lowrey will inform all parties what will be necessary for the meeting. If this meeting has not resolved the issue, Dr. Lowrey will inform you what the next step is.

Again, I pray that we would be able to approach any issue with Christian love and resolve it in a spirit of grace and truth. However, this policy acknowledges that we are all sinners and so conflict should be resolved "in a fitting and orderly way" because "God is not a God of disorder but of peace."

Disclaimer Statement: Things change as a semester progresses. The instructor reserves the right to modify, amend, or change the syllabus as the curriculum and/or program requires.

*****Enrollment represents your acknowledgement and acceptance of these non-negotiable grading policies.*****

SCHEDULE

OD = Online Discussion

SSE = Skill Set Exercise

OQ = Online Quiz

TEXTBOOKS: *OS = OpenStax Psychology*

EP&CF = Exploring Psychology & Christian Faith

Date	Topic	Reading	INITIAL OD DUE [Wednesdays]	SSE DUE [Fridays]	FINAL OD DUE [Saturdays]	OQ DUE [Sundays]
WEEK 1 June 7-13	THEME: OVERVIEW & HOW DO WE KNOW WHAT WE KNOW? Intro/History/Current Views Foundations: Research Methods	<i>OS</i> , Ch. 1-2 <i>EP&CF</i> , Ch. 1-2	June 9 (Initial post)	June 11 (Moodle Scavenger Hunt)	June 12 (All posts & replies)	June 13 (Research Methods)
WEEK 2 June 14- 20	WHAT MAKES YOU WHO YOU ARE? Pillar 1: Biological Psychology	<i>OS</i> , Ch. 3 <i>EP&CF</i> , Ch. 3-4	June 16 (Initial post)	June 18 (Research Ethics) (IV/DV)	June 19 (All posts & replies)	June 20 (Biological Psych)
WEEK 3 June 21- 27	WHAT MAKES YOU WHO YOU ARE? Pillar 4: Personality Pillar 3: Development	<i>OS</i> , Ch. 11, 9 <i>EP&CF</i> , Ch. 14, 10	June 23 (Initial post)	June 25 (Reading Research I) (Reading Research II)	June 26 (All posts & replies)	June 27 (Personality; Development)
WEEK 4 June 28- July 4	HOW DO YOU ENGAGE THE WORLD? Pillar 1: States of Consciousness Pillar 3: Learning	<i>OS</i> , Ch. 4, 6 <i>EP&CF</i> , Ch. 5, 7	June 30 (Initial post)	July 2 (Descriptive Stats) (Inferential Stats)	July 3 (All posts & replies)	July 4 (States of Consciousness; Learning)
WEEK 5 July 5-11	HOW DO YOU ENGAGE THE WORLD? Pillar 4: Social Psychology	<i>OS</i> , Ch. 12 <i>EP&CF</i> , Ch. 12-13	July 7 (Initial post)	July 9 (Graphing & Interpreting Data)	July 10 (All posts & replies)	July 11 (Social Psychology)
WEEK 6 July 12- 18	HOW DO YOU THINK, ACT, FEEL? Pillar 2: Memory Pillar 2: Cognition	<i>OS</i> , Ch. 8, 7 <i>EP&CF</i> , Ch. 8-9	July 14 (Initial post)	July 16 (Writing Abstracts) (APA Style)	July 17 (All posts & replies)	July 18 (Memory; Cognition)
WEEK 7 July 19- 25	HOW DOES IT GO WRONG OR RIGHT? Pillar 5: Abnormal Psychology Pillar 5: Therapies	<i>OS</i> , Ch. 15,- 16 <i>EP&CF</i> , Ch. 15-16	July 21 (Initial post)	July 23 (Summary Exercise)	July 24 (All posts & replies)	July 25 (Abnormal Psych; Therapies)
WEEK 8 July 26- 30	FINAL WRAP-UP				FINAL EXAM - DUE FRIDAY, JULY 30th by 11:55 P.M. Central Time	