

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)



## PSYC 110: GENERAL PSYCHOLOGY

Fall 2016

### 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. (4.0 credits)

### COURSE OVERVIEW

All of us are pop 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.

### INSTRUCTOR

Dr. Jonathan Stadler    Department of Psychology    Phone: (507) 344-7837    E-mail: [jstadler@blc.edu](mailto:jstadler@blc.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 or phone response within 24 hours. On Saturday-Sunday, you can expect a response within 48 hours. You may reach me via my office phone at the following times during the week: MWF 10:30-11:20am, MW 12:30-1:20pm.

### 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.

### ADDITIONAL READINGS

In addition to the textbooks, scientific and other articles relevant to the topics covered in class may be posted on Moodle. You will be responsible for the material in these articles. Outside readings will be announced on the main page for the respective week/topic.

## GENERAL EDUCATION OBJECTIVES (GEO)

**1) Understanding Social Institutions:** Students will be able to demonstrate awareness of responsible citizenship and social realities through the study of American and world cultural heritage as well as contemporary social, economic, and political issues.

## 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.

**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:

SLO1: Describe major concepts and theories across at least three subfields in psychology [theory] (GEO1, PO1).

SLO2: Describe how psychology uses the scientific method to learn about human behavior and mental processes [theory] (PO1, PO2).

SLO3: Conduct a simple psychological experiment, analyze the results, and come to a conclusion [application] (PO2).

SLO4: Exhibit a set of skills necessary to be successful in the psychology major, as a college student, and post-college [application] (PO2, PO4).

SLO5: Identify how knowledge gained by psychology can be applied to improve one's life [application] (GEO1, PO4).

SLO6: Demonstrate how the Christian perspective relates to, conflicts with, and informs psychological perspectives [integration] (GEO1, PO1, PO4).

## COURSE EVALUATION

Course Evaluation	Description	Grading Values
1) <u>Online quizzes</u> (20%) <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 2, 5</i>	Quizzes will be posted to Moodle; you will have 3 attempts at each quiz, with your best score being recorded.	Total = 100 pts. possible
2) <u>Psych Experiments</u> (10%) <i>Student Learning Outcome(s)</i> <i>Assessed: 2, 3, 4</i>	These lab exercises will give you hands-on experience conducting psychological research and writing up the results.	Each Lab Exercise = 10 pts. Total = 50 pts. possible
3) <u>Skill Set Exercises</u> (20%) <i>Student Learning Outcome(s)</i> <i>Assessed: 2, 3, 4</i>	Skill set exercises will help you develop skills to be successful in the psychology major, as well as in college and life.	Total = 100 pts. possible
4) <u>Online discussions</u> (10%) <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 5, 6</i>	Online discussions will provide the opportunity to explore topics in more depth.	Total = 50 pts.
5) <u>Exams</u> (40%) <i>Student Learning Outcome(s)</i> <i>Assessed: 1, 2, 5, 6</i>	Exams will cover class material and discussions, including a midterm and final exam, both of which will be cumulative.	Total = 200 pts.

## TOTAL POINTS FOR THE COURSE = 500 points

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

A = 93 – 100% (463-500 pts)

A- = 90 – 92% (448-462 pts)

B+ = 87 – 89% (433-447 pts)

B = 83 – 86% (413-432 pts)

B- = 80 – 82% (398-412 pts)

C+ = 77 – 79% (383-397 pts)

C = 73 – 76% (363-382 pts)

C- = 70 – 72% (348-362 pts)

D = 60 – 69% (298-347 pts)

F = <60% (0-297 pts)

## POLICIES AND PROCEDURES

### MAKE-UP POLICY

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

### LATE ASSIGNMENT POLICY

Late assignments will be penalized 10% for every calendar day late. **Assignments are considered late if not submitted by 11:59 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).

### 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

### ATTENDANCE POLICY

I view college as preparation for the next step and so 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.). Therefore, to mimic the post-college world, the attendance policy has consequences for violations (penalties):

- (1) Students should be logging into Moodle at least once every day (including at least once on the weekend). A student who has not logged in for four days will receive an e-mail warning after the first incident.
- (2) If a student fails to log in within 24 hours of the e-mail warning, a 5 point deduction (1%) will occur for each day that the student fails to log in.
- (3) If a student has been previously warned, then future failures to log in within a 3-day period will result in the 5 point deduction being imposed immediately.

### CLASS PARTICIPATION/ENGAGEMENT

I intend for this class to be discussion- and participation-oriented. Therefore, you should be prepared when you participate. Participation in the online discussion forums is required. Class engagement is strongly encouraged because active participation in the class is associated with better academic performance and more benefits to the student (better retention of material, 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 in the classroom, 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.

## **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.

## **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.”

Any student in this course who has a disability that prevents the fullest expression of their abilities should contact the instructor personally as soon as possible. Every effort will be made to make reasonable accommodations and facilitate learning experiences for the student.

## **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 division director 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 division director (Dr. Jen Wosmek) 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 Dean of Academic Affairs, Dr. Eric Woller. Should this step be necessary, Dr. Woller will inform all parties what will be necessary for the meeting. If this meeting has not resolved the issue, Dr. Woller 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 at any time during the semester. If major changes are required, students will be notified of the change in advance.

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

## SCHEDULE

OD = Online Discussion

Exp. = Lab Experiment

SSE = Skill Set Exercise

OQ = Online Quiz

Date	Topic	Reading	Exp. DUE	SSE DUE	OQ DUE
WEEK 1 Aug. 23-28	THEME: OVERVIEW Introduction/History/Current Views <b>OD #1</b>	Ch. 1-2			
WEEK 2 Aug. 29-Sept. 4	HOW DO WE KNOW WHAT WE DO? Foundations: Research Methods <b>OD #2</b>	Ch. 2-3			<b>Research Methods - Sept. 4</b>
WEEK 3 Sept. 5-11	WHAT MAKES YOU WHO YOU ARE? Pillar 1: Biological Psychology <b>OD #3</b>	Ch. 3		<b>Sept. 9</b> (NIH course)	
WEEK 4 Sept. 12-18	WHAT MAKES YOU WHO YOU ARE? Pillar 1: Biological Psychology <b>OD #4</b>	Ch. 3 & 11	<b>Sept. 12</b>	<b>Sept. 16</b> (IV/DV)	<b>Biol. Psych - Sept. 18</b>
WEEK 5 Sept. 19-25	WHAT MAKES YOU WHO YOU ARE? Pillar 3: Personality <b>OD #5</b>	Ch. 11 & 9		<b>Sept. 23</b>	<b>Personality - Sept. 25</b>
WEEK 6 Sept. 26-Oct. 2	WHAT MAKES YOU WHO YOU ARE? Pillar 5: Development <b>OD #6</b>	Ch. 9 & 5	[Exp. 2 data due]	<b>Sept. 30</b>	<b>Developmt - Oct. 2</b>
WEEK 7 Oct. 3-9	HOW DO YOU ENGAGE THE WORLD? Pillar 1: Sensation & Perception <b>MIDTERM EXAM DUE (Oct. 7)</b>	Ch. 5 & 4	<b>Oct. 3</b>		<b>Sens. &amp; Perc. - Oct. 9</b>
WEEK 8 Oct. 10-16	HOW DO YOU ENGAGE THE WORLD? Pillar 1: Consciousness <b>OD #7</b>	Ch. 4 & 6		<b>Oct. 14</b>	<b>Conscious. - Oct. 16</b>
WEEK 9 Oct. 17-23	HOW DO YOU ENGAGE THE WORLD? Pillar 2: Learning <b>OD #8</b>	Ch. 6 & 12	[Exp. 3 data due]	<b>Oct. 21</b>	<b>Learning - Oct. 23</b>
WEEK 10 Oct. 24-30	HOW DO YOU ENGAGE THE WORLD? Pillar 3: Social Psychology <b>OD #9</b>	Ch. 12	<b>Oct. 24</b>	<b>Oct. 28</b>	
WEEK 11 Oct. 31-Nov. 6	HOW DO YOU ENGAGE THE WORLD? Pillar 3: Social Psychology <b>OD #10</b>	Ch. 12 & 8		<b>Nov. 4</b>	<b>Social Psych - Nov. 6</b>
WEEK 12 Nov. 7-13	HOW DO YOU THINK, ACT, FEEL? Pillar 2: Memory <b>OD #11</b>	Ch. 8 & 7	[Exp. 4 data due]	<b>Nov. 11</b>	<b>Memory - Nov. 13</b>
WEEK 13 Nov. 14-20	HOW DO YOU THINK, ACT, FEEL? Pillar 2: Cognition <b>OD #12</b>	Ch. 7 & 10	<b>Nov. 14</b>		<b>Cognition - Nov. 20</b>
WEEK 14 Nov. 21-23	HOW DO YOU THINK, ACT, FEEL? Pillar 3: Emotion <b>OD #13</b>	Ch. 10 & 15			<b>Emotions - Nov. 27</b>
WEEK 15 Nov. 28-Dec. 1	HOW DOES IT GO WRONG/RIGHT? Pillar 4: Abnormal Psychology <b>OD #14</b>	Ch. 15 & 16	[Exp. 5 data due]		<b>Abnrml Psy - Dec. 4</b>
WEEK 16 Dec. 5-9	HOW DOES IT GO WRONG/RIGHT? Pillar 4: Abnormal/Therapies <b>OD #15</b>		<b>Dec. 5</b>		<b>Therapies - Dec. 9</b>
	<b>FINAL EXAM - DUE WEDNESDAY, DEC. 14<sup>th</sup> by 11:59 P.M.</b>				

**IMPORTANT DATES:**

Fri., Aug. 26	Last day to Add/Drop courses (by 5:00 P.M.)
Mon., Sept. 5	LABOR DAY (NO CLASSES)
Thur-Fri, Oct. 13-14	FALL BREAK (NO CLASSES)
Fri., Oct. 28	Last day to drop with a "W" (by 5:00 P.M.)
Fri., Nov. 11	Last day to drop with a "WP" or "WF" (by 5:00 P.M.)
Thur-Fri, Nov. 24-25	THANKSGIVING BREAK (NO CLASSES)
Wed., Dec. 14	FINAL EXAM DUE