# Course Syllabus

## Course Information

PSY 117
Introduction to Psychology
3 Credit Hours
Term, year, dates and times can be found in the schedule of the course

## Preliminary Class Plan and Topics

Please see the schedule provided in the course.

## Communicating With the Instructor

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:
1. Course syllabus
2. Announcements in Canvas
3. The "Question Center" discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the "Question Center" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

## Course Catalog Description

An introduction to the systematic study of human cognition, emotion, and behavior with an emphasis on the scientific method. Fundamentals of behavior, learning, conditioning, development, cognitive processes, perception, emotion, personality, and psychopathology

are among the content areas studied. Particular emphasis is placed on the use of the scientific method for the study of human nature. Students successfully completing the course will demonstrate a general understanding of the knowledge established in these areas, as well as the methods used by psychologists to acquire that knowledge.

## Course Prerequisites

None

## Course Textbook and Materials

### Required

Psychology - Modules for Active Learning (14th ed). Coon, D., Mitterer, J.O., Martini, T.S. Cengage. Boston, MA.

### Required Technology

None

## Learning Objectives

At the completion of this course students will be able to:

1. Describe key concepts, theories, people, and themes in the areas of: history of psychology, behavioral neuroscience, human development, sensation and perception, conditioning and learning, human memory, cognition and intelligence, motivation and emotion, human sexuality, personality, psychological disorders and social behavior.
2. Describe the research methodology used in each area.
3. Apply key concepts in each area to novel situations.
4. Apply the scientific method to the study of human behavior.
5. Identify applications of psychology.
6. Reflect on the use of scientific reasoning to interpret psychological phenomena

| Course Objectives | Module Number/ Topic | Module Objectives | Assignments | Technology |
|---|---|---|---|---|
| 1,2,3,4,6 | 1. Introducing Psychology (History and Methodology) | 1. Describe the scientific method as it applies to the study of human behavior (CO 1, 4, 6)<br>2. Interpret basic scientific research (CO 4, 6)<br>3. Explain why psychology is a science with the primary objectives of describing, understanding, predicting and controlling behavior and mental processes. (CO 2, 4, 6)<br>4. Recognize major historical events, theoretical perspectives and figures in psychology and their link to trends in current research (CO 1)<br>5. Describe key regulations in the APA Ethics code | Flipgrid Self Introductions<br><br>News Reports About Science Discussion(MO 1, MO 2)<br><br>Subjective vs Objective Observations assignment (MO 1, MO 2, MO3)<br><br>Ethically Suspect Research (MO 2, 4, 5)<br><br>Quiz 1 (MO, 1, 2, 3, 4, 5 | Flipgrid<br><br>Bb Assignment Tool<br><br>Bb Quiz Tool<br><br>Bb Discussion Board Tool |

| | | | | |
|---|---|---|---|---|
| | | for protection of human and nonhuman research participants. (CO 1, 3) | | |
| 1,2,3 | 2. The brain and behavior | 1. Discuss the basics of brain imaging (CO 1, 2)<br>2. Diagram the structure of a neuron. (CO 1)<br>3. Describe how neurons communicate. (CO 1)<br>4. Recognize the major divisions of the nervous system and key structures of the brain. Differentiate their functions and associate key structures with physical and psychological functioning (CO 1, 2)<br>5. Describe the divisions and | Neuron Labeling activity (MO 2)<br><br>Lobes of the Cerebral Cortex labeling (MO 4)<br><br>*A League of Denial* movie and discussion/activity (MO4)<br><br>Brain Structure and Function Scenario activity (MO4)<br><br>Parasympathetic or sympathetic activity (MO5) .5 hours<br><br>Quiz 2 (MO, 1, 2, 3, 4, 5, 6) | Bb Assignment tool<br><br>Bb Quiz Tool<br><br>Bb discussion board tool<br><br>Articulate eLearning Tool |

| | | functions of the autonomic and somatic nervous systems. (CO 1) 6. Evaluate and illustrate genetic and evolutionary influences on personality and behavior. (CO 1, 3) | | |
|---|---|---|---|---|
| 1,2,3,5 | 3. Human Development | 1. Debate the interaction of nature and nurture in development including the role of epigenetic processes, cultural influences, and life experience. (CO 1, 2, 3, 5) 2. Describe the research surrounding sensitive and critical periods, continuity versus discontinuity, and stability vs change. (CO 1, 2, 3) | "Babies" Discussion (MO 1)<br><br>Applying Piaget Activity (MO 6)<br><br>Attachment Activity (MO 6)<br><br>Quiz 3 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9) | Bb Assignment Tool<br><br>Bb Quiz Tool<br><br>Bb Discussion Board Tool |

3

| | | | | |
|---|---|---|---|---|
| | | 3. Outline the stages of prenatal development and analyze genetic and environmental influences on conception and gestation. (CO 1, 3)<br>4. Describe the innate sensory and reflex capabilities of infants and summarize the acquisition of sensory and motor skills in childhood. (CO 1)<br>5. Summarize the psychological and physical effects of puberty and describe the physical challenges that occur in each stage of adulthood. (CO 1, 3) | | |

| | | | | |
|---|---|---|---|---|
| | | 6. Recognize and differentiate Piaget's four stages of cognitive development. (CO 1, 2)<br><br>7. Analyze the key elements of Vygotsky's sociocultural theory of cognitive development and compare and contrast his theory with that of Piaget. (CO 1, 2)<br><br>8. Debate the adaptive function of infant attachment and articulate the roles that temperament, culture and caregiving styles play in driving individual attachment outcomes. (CO 1, 2) | | |

5

| | | 9. Analyze the development of moral reasoning and evaluate major models of moral development. (CO 1) | | |
|---|---|---|---|---|
| 1,2,3,5 | 4. Sensation and Perception | 1. Discuss the basic steps in the processes of transduction and adaptation, and understand the distinction between bottom up and top down processing (CO 1, 3) <br><br> 2. Articulate key methods of measurement in psychophysics, such as absolute and difference thresholds, subliminal stimulus and Weber's law. (CO 1, 2, 3) <br><br> 3. Define signal detection theory and classify | Hit, Miss or False Alarm Quiz (MO 3) <br><br> Two Point Threshold Demo (MO 2) <br><br> If your eyes could talk activity (MO 4) <br><br> Structure of the Sensory Receptors (MO 4, 7, 8, 9) <br><br> Quiz 4 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) | Bb Assignment tool <br><br> Bb Quiz Tool <br><br> Articulate eLearning Tool |

| | | | | |
|---|---|---|---|---|
| | | signal detection outcomes in perceptual scenarios as hits, misses, false alarms or correct rejections. (CO 1, 3, 5)<br>4. Describe the properties of light, describe the structures and functions of the visual system. (CO 1, 2)<br>5. Compare and contrast the trichromatic and the opponent-process theories of color vision. (CO 1, 2)<br>6. Discuss variations in visual interpretation with the concepts of Gestalt, perceptual constancies, object recognition, | | |

| | | | | |
|---|---|---|---|---|
| | | depth of perception, motion perception and perceptual illusions.  (CO 1)<br>7. Explain the structure and functions of the auditory system and analyze how the brain interprets sound waves into neural signals to produce perceptions of pitch, loudness and spatial location<br>8. Recognize the systems and processes involved in taste and olfaction<br>9. Locate the receptors in the skin and describe their functions<br>10. Explain the role of the vestibular system in the positioning and | | |

| | | balancing of our bodies<br>11. Investigate how pain differs from other senses and apply knowledge of the theories and factors associated with the perception of pain to real life scenarios. | | |
|---|---|---|---|---|
| 1,3,5 | 5. Conditioning and Learning | 1. Discuss the role of learning in behavior and distinguish among reflexes, instincts and learned behaviors. (CO 1, 3, 5)<br>2. Define associative and nonassociative learning and illustrate key concepts of each. (CO 1, 3, 5)<br>3. Describe the theory and history of classical | Learning to Be Good Discussion (MO 10, 11)<br><br>Classically Condition Your Roommate (MO 4)<br><br>Classical Or Operant Conditioning Activity (MO 4, 5, 6, 7)<br><br>Quiz 5 (MO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) | Bb Assignment tool<br><br>Bb Quiz Tool<br><br>Flipgrid |

| | | | | |
|---|---|---|---|---|
| | | conditioning (CO 1, 3) | | |
| | | 4. Analyze the process and components of a classical conditioning experiment, identifying the unconditioned stimulus, conditioned stimulus, unconditioned response, and conditioned response. (CO 1, 3, 5). | | |
| | | 5. Evaluate classical conditioning scenarios in terms of features such as conditioned emotional response, extinction, spontaneous recovery, conditioned inhibition, generalization versus | | |

| | | | | |
|---|---|---|---|---|
| | | discrimination and/or latent inhibition. (CO 1, 3, 5).<br><br>6. Describe the process of operant conditioning and demonstrate its principals in real life scenarios (CO 1, 3, 5)<br><br>7. Compare and contrast positive reinforcement, negative reinforcement, positive punishment, and negative punishment in terms of the learning process and its effects on behavior (CO 1, 3, 5)<br><br>8. Identify various types of schedules of reinforcement and illustrate their impact on behavior (CO 1, 3) | | |

| | | 9. Describe concepts and applications associated with operant conditioning (CO 1, 3, 5) 10. Recognize and apply key concepts of observational learning (CO 1, 3, 5) 11. Describe social cognitive learning theory and investigate classic and contemporary models and applications (CO 1, 3, 5) | | |
|---|---|---|---|---|
| 1,3,5 | 6. Memory and Cognition | 1. Integrate the three basic memory processes (encoding, storage and retrieval) into a definition of memory and illustrate the critical | Endangered Languages Discussion (MO 7)  Sensory Memory Demo (MO 2) | Bb Assignment Tool  Bb Quiz Tool  Bb Discussion Board Tool |

| | | | | |
|---|---|---|---|---|
| | | importance of these processes in everyday functioning (CO 1, 3, 5)<br>2. Define the essential role of sensory memory in the memory process (CO 1)<br>3. Articulate the characteristics and functions of working memory and summarize the differences between working and sensory memory (CO 1)<br>4. Analyze the components of long term memory, compare and contrast aspects of long term and short term memory, and differentiate among the subtypes of long term memories, including procedural, | How Deep Is Your Processing Exercise (MO 5)<br><br>All Kinds Of Minds Activity (MO 6)<br><br>Quiz 6 (MO, 1, 2, 3, 4, 5, 6, 7, 8) | |

13

| | | declarative, episodic and semantic memories. (CO 1)<br>5. Define the principles and forms of encoding and rehearsal and apply the levels of processing theory and elaborations of the theory to real life scenarios. (CO 1, 3, 5)<br>6. Define the role of mental representations in thinking and compare, contrast and apply models of concept formation such as feature detection, prototypes, theory building and schemas (CO 1, 3, 5)<br>7. Identify the key components of | | |
| --- | --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| | | language and language processing (CO 1, 3, 5)<br>8. Articulate current thoughts regarding the causes of aphasias and other language disorders (CO 1 | | |
| 1,2, 3, 5 | 7. Motivation and Emotion/ Psychologi cal Disorders | 1. Define key aspects of motivation and emotion and articulate their relationship (CO 1)<br>2. Identify and illustrate the biological and evolutionary sources of motivation, and compare and contrast the major motivational theories (i.e. drive reduction, instinct, arousal, general | The Puzzle Of Motivation Exercise (MO 1, 2)<br><br>Hunger And Satiety Scale Activity (MO 3)<br><br>Maps Of Mental Disorders Activity (MO 10)<br><br>Quiz 7 (MO, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) | Bb Assignment Tool<br><br>Bb Quiz Tool |

| | | | | |
|---|---|---|---|---|
| | | adaptation) (CO 1) <br> 3. Analyze the physiological and environmental factors that influence and regulate hunger (CO 1, 3, 5) <br> 4. Debate the biological and psychosocial factors involved in sexual motivation and evaluate how this motivation varies with gender, orientation and phase of life (CO 1, 3, 5) <br> 5. Assess the effect of social and cognitive motives (e.g. achievement, affiliation) on life outcomes and demonstrate the interplay of competing motives in the context of Maslow's | | |

| | | | | |
|---|---|---|---|---|
| | | hierarchy of needs (CO 1) | | |
| | | 6. Recognize the primary components of emotions and the six basic emotional expressions (Ekman) (CO 1) | | |
| | | 7. Generate a psychological definition of "disorders" (CO 1) | | |
| | | 8. Evaluate and apply the general methods and models used in the diagnosis of psychological disorders (CO 1, 2, 3, 5) | | |
| | | 9. Distinguish among the legal definitions of insanity and incompetence, the definitions used in treatment settings and the common understanding of the terms with | | |

17

| | | real-life cases (CO 1, 3, 5) 10. Classify and differentiate among anxiety disorders, mood disorders, psychotic disorders, personality disorders, developmental disorders and other disorders such as somatoform disorders and dissociative disorders (CO 1) | | |
|---|---|---|---|---|
| 1, 3, 5 | 8. Social Behavior | 1. Recognize our social nature as a species, examine the influences on our perceptions of ourselves and others, differentiate between dispositional and situational attributes and evaluate the | Social Comparison Via Facebook (MO 1)<br><br>Stanford Prison Experiment Activity (MO 3)<br><br>Everybody Else Does It (MO 1, 3, 4) | Bb Assignment Tool<br><br>Bb Quiz Tool<br><br>Bb Discussion Board Tool |

| | | | | |
|---|---|---|---|---|
| | | impact of various attributional biases on social perceptions (CO 1)<br><br>2. Analyze the components and factors involved in attitude formation, and compare and contrast tools for attitudinal change (CO 1, 3)<br><br>3. Distinguish among conformity, compliance, and obedience, critique key research studies in these areas and debate the ethical issues involved. (CO 1, 3)<br><br>4. Apply constructs such as social facilitation, social loafing, deindividualizatio n, group polarization and groupthink to | Quiz 8 (MO 1, 2, 3, 4) | |

| | | analyze group performance. (CO 1 3, 5) | | |
|---|---|---|---|---|

# Course Requirements

**Online Course**
This is an online course and there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You must have a reliable internet connection throughout the duration of the course.

This course uses Canvas for the facilitation of communication between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed at https://doane.instructure.com

Attendance in an online course means logging into the Canvas on a regular basis and participating in all of the activities that are posted in the course. In addition, check your Doane University email account regularly, as your instructor may send important information via email.

**Attendance/Participation**
Doane University expects active participation by a student in a course, whether the course is on-ground or online.  A student is expected to be prompt and regularly attend on-ground classes in their entirety.   Regular engagement is expected for online courses.

You should plan to work on this course everyday. This is a condensed, fast-paced, course. Expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

**Class Preparation**
Preparation for class means reading the assigned readings and reviewing all information required for that week.

**Computer Requirements**
For the successful use of Canvas please refer to Doane University's minimum computer requirements. This also includes:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)

20

- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

**Campus Network or Canvas Outage**
When access to Canvas is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

**Drop and Add Dates**
If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

**Academic Integrity**
Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty

# Course Grading

**Submitting Assignments**
All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. All material, assignments, and deadlines are subject to change with prior notice.  It is your responsibility to stay in touch with your instructor and review the course site regularly to learn about changes to assignments or due dates.

**Grading Scale**

21

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved.  All course requirements must be completed before a grade is assigned.

- A+ 97-100
- A 93-96
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F <60

**Grading Scheme**
Quizzes: 800 pts

Discussion: 120 pts

Assignments: 334 pts

**Late or Missed Assignments**
All assignments must be completed and turned in to finish the course.  Unless you discuss a late assignment with your instructor prior to the assignment due date, your assignment will lose 20% each day it is late.

**Feedback**
Please allow 1-3 days for feedback on assignments. Please review instructor feedback for assignments and assessments, this will help you reflect on what you have learned while receiving suggestions for improvement.

## Technical Support

If you are in need of technical assistance please access the [Self Service Portal](). You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

## Disability Services

[Doane University's Disability Services Office]() will provide guidance on accommodations and universal access. To request accommodations please complete the [Self-Identification Form]() and visit the website for additional information.

## Academic Support

Doane offers a range of academic support services for students.

For students taking courses online or for our Non-Residential students:
https://www.doane.edu/graduate-and-adult/academic-support

For students taking courses on our Crete campus:
https://www.doane.edu/students/resources/academic-support

## Title IX Requirements: Mandatory Reporting

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place

23

to ensure you have access to and are able to receive the support and resources you need. For additional information, including confidential resources, please visit the Campus Advocacy, Prevention, and Education (CAPE) Project.

## Instructional Technology Accessibility and Privacy Policies

If your course uses additional technology tools, information on the technology's accessibility and privacy is available on our website.

## Syllabus Disclaimer

The instructor and Doane University views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.

## Doane Syllabus Addendum

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at:

https://www.doane.edu/Syllabus