

# UNITED STATES ECCLESIASTICAL SOCIETY AND SEMINARY

## PSY 101 Introduction to Psychology

### I. Rationale

This course examines the scientific study of the mind and behavior.

### Aim

To gain an understanding of the complexities and diversity of human thought and behavior

### II. Learning Objectives

By the end of this course, students will identify how to train, heal and accerlerate the mind

1. Identify research methods and the use of statistics in psychology experiments.
2. Explain the biological bases of psychology.
3. List the key stages of human development.
4. Discuss processes of sensation and perception and how they interact.
5. Explain the relationship between conscious and unconscious processes.
6. Compare classical conditioning and operant conditioning.
7. Understand encoding, storage and retrieval of memory.
8. Explain elements and obstacles related to thought.
9. Summarize perspectives on personality.
10. Describe behaviors and attitudes that promote health.

### III. Format and Procedures

This course includes lectures, discussion, group presentations, essays and exams. Classes will often begin with a quiz from the assigned reading. Next there will be a short lecture followed by discussions based on your questions extracted from reading assignments.

### IV. Course Requirements

**1. Class Attendance** Please contact me at least 24 hours before an expected absence. Without contact, you will not be excused from in class assignments of that day.

**2. Course Readings**

**(a) Text** Coon, Dennis, and John O. Mitterer. Introduction to Psychology: Gateways to Mind and Behavior. 13th ed. Belmont, CA: Wadsworth Cengage Learning, 2013.

**3. Course Credit** Assignments based on the number of credits for which the learner is enrolled (This option is available only to evaluation-eligible students).

(a) One credit – Students who will modify this course to earn one credit must complete the presentation.

(b) Two credits – In addition to those activities for one credit, students electing for two credits will complete daily participation, quizzes and 2 essays.

(c) Three credits – Those selecting three credits must complete the work for the first two credits and complete the midterm and final exam.

## **V. Grading**

|               |     |        |     |
|---------------|-----|--------|-----|
| Participation | 10% | Essays | 25% |
| Quizzes       | 15% | Exams  | 30% |
| Presentation  | 20% |        |     |

Your grade is divided into 5 components. Participation includes your attendance and a quote and question from the reading. At times, I will offer quizzes that ask comprehension questions based on the reading assignment. You will be required to complete a presentation and can work with another student on this assignment. It includes the presentation, as well as an annotated bibliography and an outline. Finally your essays and exams are demonstrations of your mastery of the learning objectives.

## **VI. Academic Integrity**

Each student in this course is expected to abide by the USESS Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Collaboration is allowed. You are encouraged to study together and discuss information and concepts covered in class with other students. However, these informal study groups should never involve one student having possession of a copy of work completed by another. Should copying occur, both students will earn a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and disciplinary action.

## **VII. Values**

USESS is a non-denominational evangelical college with the highest Christian values. We value excellence in academics of higher education and practical ministry centered around a relationship with Jesus Christ. We value the development of Christian faith, thought and practice in the world to advance the work of God and impact the society at large.

## **VIII. Positive Participation**

USESS is committed to providing an atmosphere for learning that respects diversity. While working together to build this community please:

- share unique experiences, values and beliefs related to the text or topic
- use discussions as an opportunity to create a more compassionate world with attentive listening
- refrain from sharing confidential information that will reveal the privacy of others

## IX. Course Schedule

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| <b>Week 1</b><br>Research<br>Methods       | Chapter 1 Introduction to Psychology and Research Methods pp 1-50    |
| <b>Week 2</b><br>Biology &<br>Psychology   | Chapter 2 Brain and Behavior pp 51-82                                |
| <b>Week 3</b><br>Life Span                 | Chapter 3 Human Development pp 83-124<br>Essay Due                   |
| <b>Week 4</b><br>Sensation &<br>Perception | Chapter 4 Sensation and Perception pp 125 - 166                      |
| <b>Week 5</b><br>Consciousness             | Chapter 5 States of Consciousness pp 167 - 204                       |
| <b>Week 6</b>                              | Study Guide & Review   |
| <b>Week 7</b>                              | Midterm  |
| <b>Week 8</b><br>Learning                  | Chapter 6 Condition and Learning pp 205-240                          |
| <b>Week 9</b><br>Memory                    | Chapter 7 Memory pp 241 – 280  |
| <b>Week 10</b><br>Thinking                 | Chapter 8 Cognition, Language and Creativity pp 284-302<br>Essay Due |
| <b>Week 11</b><br>Personality              | Chapter 12 Personality pp 403 - 440                                  |
| <b>Week 12</b><br>Health                   | Chapter 13 Health Stress and Coping pp 441 -500                      |
| <b>Week 13</b><br>Presentations            | Presentations Due  |
| <b>Week 14</b>                             | Study Guide & Review   |
| <b>Week 15</b>                             | Final Exam   |



| Rubric   |   |
|--|---|
| Identify research methods and the use of statistics in psychology experiments. |   |
| 1.0  | Understands psychology's development as a field of study and goals.                                 |
| 2.0  | Compare and contrast structuralism, functionalism and behaviorism.                                  |
| 3.0  | Identify research methods and the use of statistics in psychology experiments.                      |
| 4.0  | Explain why and how the clinical method has become the dominant research method of psychology.      |
| Explain the biological bases of psychology.                                    |   |
| 1.0  | Identify the parts of a neuron.   |
| 2.0  | Create a map of the brain structure.  |
| 3.0  | Explain the biological bases of psychology  |
| 4.0  | Compare the brain and the mind and identify what part of the brain tasks to connote the difference. |
| List the key stages of human development.                                      |   |
| 1.0  | Understand how environment and heredity influences development.                                     |
| 2.0  | Describe parenting styles on their influence on self-concept.                                       |
| 3.0  | List the key stages of human development.   |
| 4.0  | Assess the role of identity development and its effects on one's moral code.                        |
| Discuss processes of sensation and perception and how they interact.           |   |
| 1.0  | List forms of physical energy for that have sensory receptors.                                      |
| 2.0  | Explain Gestalt principles of perception.   |
| 3.0  | Discuss processes of sensation and perception and how they interact.                                |
| 4.0  | Explain how experiences and expectations influence perception.                                      |
| Explain the relationship between conscious and unconscious processes.          |   |
| 1.0  | Identify states of consciousness.   |
| 2.0  | Compare theories about the functions of dreams.   |
| 3.0  | Explain the relationship between conscious and unconscious processes.                               |
| 4.0  | Explain how culture and expectations influence the use and experience of drugs.                     |
| Compare classical conditioning and operant conditioning.                       |   |
| 1.0  | Describe clinical and experimental examples of classical conditioning.                              |
| 2.0  | Describe the Law of Effect.   |
| 3.0  | Compare classical conditioning and operant conditioning.  |
| 4.0  | Apply observational and cognitive learning to everyday life.  |
| Understand encoding, storage and retrieval of memory.                          |   |
| 1.0  | Contrast the difference between surface and elaborate processing.                                   |
| 2.0  | Identify types of memory disorders.   |
| 3.0  | Understand encoding, storage and retrieval of memory.   |
| 4.0  | Discuss strategies for improving the retrieval of memories.   |

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|---|---|
| Explain elements and obstacles related to thought.    |   |
| 1.0   | Define processes involved in problem solving and making decisions.                          |
| 2.0   | Describe obstacles to making good judgments.  |
| 3.0   | Explain elements and obstacles related to thought.  |
| 4.0   | Describe the stages of creative thought used after creating a piece of art.                 |
| Summarize perspectives on personality.                |   |
| 1.0   | Identify personality theories.  |
| 2.0   | Differentiate personality assessment techniques.  |
| 3.0   | Summarize perspectives on personality.  |
| 4.0   | Analyze how individualistic and collectivistic cultural perspectives relate to personality. |
| Describe behaviors and attitudes that promote health. |   |
| 1.0   | Define stress and explain sources of stress.  |
| 2.0   | Describe the characteristics of and factors that promote resilience and optimism.           |
| 3.0   | Describe behaviors and attitudes that promote health.                                       |
| 4.0   | Distinguish between effective and ineffective methods of addressing stressors.              |