

Course Syllabus
PSYC 101 – General Psychology
3 credits

Prerequisites: Proficiency with written English

Instructor: Stephanie Wilsey, PhD

Facilitator: Ethan Bosch, MEd, CCDPD
Diana Rice, PhD

Contact Info: Faculty may be contacted through the Portage messaging system

Course web site address: www.portagelearning.com

Course meeting times: PSYC 101 is offered continuously

Course Description: An introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods.

Course Outcomes: As a result of this course experience a student should be able to:

- Describe the scientific bases of psychology
- Explain basic psychological concepts and principles
- Understand the variety within the field of psychology
- Know the basic terms of each major area of psychology
- Analyze and critique the major psychological theories
- Successfully study a more specialized area of psychology

Each of these PSYC 101 student learning outcomes is measured:

- Directly by: (1) module application problems (with instructor feedback)
(2) exams
(3) term paper
(4) comparison of pre-course / final exam results

Indirectly by an end of course student-completed evaluation survey

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 12 additional contact hours composed of secure online exams.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are compatible with the course, but not all features are available for all tablet computers. The latest full version of Firefox is required for the optimal operation of the Portage Learning Management System. In addition, you must have the latest full version of Adobe Flash

Player installed as a plug-in in order to view any of the videos on the site. We highly recommend using a high speed Internet connection to view the video lectures. You may experience significant difficulties viewing the videos using a dial-up connection.

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Video lectures which supplement each lesson module subject should be viewed as many times as is necessary to fully understand the material.

The practice problems within the modules are not quantitatively part of your final grade, but the module work is a pass/fail component of the course and will be reviewed for completeness by the instructor. Be sure to answer all of the problems since this is an important part of adequate preparation for the exams. After you answer the practice problems, compare your answers to the solutions at the end of the module. If your answers do not match those at the end, attempt to figure out why there is a difference. If you have any questions please contact the instructor via the My Messages tab.

Grading Rubric:

10 Module exams = 30 pts. each x 10 =	300 pts.
Paper	100 pts
<u>Final exam = 60 pts.</u>	<u>60 pts.</u>
Total	460 pts.

The current course grade and progress is continuously displayed on the student desktop.

Grading Scale:

89.5% - 100% (412 - 460 pts)	= A
79.5% - 89.4% (366 - 411 pts)	= B
69.5% - 79.4% (320 - 365 pts)	= C
59.5% - 69.4% (274 - 319 pts)	= D
<59.4% (<273 pts)	= F

Module Topics

Module 1: An introduction to the study of psychology. This module begins with a survey of the history of psychology as an academic discipline, with coverage of prominent theorists and theories. Some myths about the field are debunked, and students are introduced to the variety of subfields within psychology. Students are then introduced to basic research methods and statistics to help students become good consumers of psychological research and knowledge. Topics

include the types of research studies utilized in psychology, ethics in psychological research, and measures of central tendency and variability.

- Module 2: This module begins content on various subfields of psychology, starting with biological psychology. Content includes a brief section on genetics and more detailed information on the nervous system. The module will introduce students to neurons, neurotransmitters, key brain regions, and neuroimaging techniques.
- Module 3: An overview of sensation and perception. Students will learn terminology and concepts in this area of inquiry. The module also covers specific sense organs, with particular emphasis on visual and auditory sensation and perception. Finally, the module covers key concepts in perception with specific focus on Gestalt theories.
- Module 4: This module covers three types of learning: classical conditioning, operant conditioning, and social learning. Students are walked through the process of classical conditioning, using historical and modern examples. Students are then introduced to the terminology and concepts associated with operant conditioning, as well as schedules of reinforcement. Finally, content covers famous researchers and studies in the area of social learning.
- Module 5: An overview of past and current theories and research in cognitive psychology. Students are introduced to information processing theory and terminology, intelligence theories and theoreticians, and memory tasks, stages, and terminology.
- Module 6: This module covers motivation and emotion. The motivation section includes content on biological systems contributing to motivation, motivation terminology, and Maslow's Hierarchy of Needs. The emotion section also covers biological contributions to emotions and emotion theories that explain the integration of physiological responses and the subjective feeling of an emotion.
- Module 7: This module on developmental psychology begins with an overview of theoretical perspectives and research techniques in this subfield of psychology. The module then covers physical, cognitive, and social development. Specific topics include growth spurts, multidirectional development, Piaget's stages of cognitive development, language development, Erikson's stages of socioemotional development, Baumrind's parenting styles, Kohlberg's stages of moral development, and gender development.
- Module 8: This module focuses on personality theories, beginning with psychodynamic theories and theorists. Freud and Jung are particularly emphasized. Content also covers key terminology and

important personality theories and assessments such as the Big Five theory of personality, the MMPI, and NEO-PI. As in most modules, a critique of these theories are presented, in this case by Walter Mischel. Finally, this module covers states of mind, with topics such as stages of consciousness, circadian rhythm, the sleep cycle, sleep disorders, hypnosis, meditation, and psychoactive drugs.

Module 9 An overview of DSM-5. This module includes detailed coverage of the following areas from DSM-5: Depressive Disorders and Bipolar Disorders, Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma-and-Stressor-Related Disorders, Schizophrenia Spectrum Disorders, Personality Disorders, Neurodevelopmental Disorders, and Feeding and Eating Disorders. Finally, this module covers prominent psychotherapies and matches psychological disorders with therapies typically used to treat these disorders. Content on drug therapies is also included.

Module 10 This module introduces students to social psychology, including coverage of the following topics: social norms and scripts, conformity, Solomon Asch's conformity/resistance to conformity studies, groupthink, obedience, Stanley Milgram's studies on obedience, and bystander effect. Content also includes theory and terminology pertaining to interpersonal attraction, including Sternberg's triangular theory of love and the matching hypothesis. Finally, students are introduced to important ideas such as cognitive dissonance, fundamental attribution error, and self-serving bias.

Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	Easter
Memorial Day	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.com

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Despite this suggestion, the students may feel free to complete the course at their desired pace and on a schedule determined by them.

<u>Time Period</u>	<u>Assignments</u>	<u>Subject Matter</u>
Days 1-9	Module 1, Exam 1	History of Psychology Research Methods Basic Statistics
Days 10-19	Module 2, Exam 2	Genetics Nervous System Endocrine System Brain Anatomy
Days 20-29	Module 3, Exam 3	Sensation & Thresholds Sense Organs Perception
Days 30-39	Module 4, Exam 4	Classical Conditioning Operant Conditioning Social Learning
Days 40-49	Module 5, Exam 5	Thinking Intelligence Memory
Days 50-59	Module 6, Exam 6	Motivation, Emotion
Days 60-69	Module 7, Exam 7	Lifespan Development Physical, Cognitive, & Social Development
Days 70-79	Module 8, Exam 9	Psychodynamic Theories Personality States of Mind

Days 80-89	Module 9, Exam 9	Depressive & Bipolar Disorders Anxiety and Obsessive-Compulsive Disorders Dissociative and Trauma/Stressor Disorders Schizophrenia Spectrum and Personality Disorders Neurodevelopment and Feeding/Eating Disorders Psychotherapy
Days 90-99	Module 10, Exam 10	Social Psychology Interpersonal Attraction Attributions
Days 100-108	Final exam	Comprehensive—covers all modules

Suggested External References:

If the student desires to consult a reference for additional information, the following textbooks are recommended as providing complete treatment of the course subject matter.

Philip Zimbardo, Robert Johnson, Vivian McCann Hamilton, **Psychology: Core Concepts**, Pearson
Robert Feldman, **Essentials of Understanding Psychology**, McGraw-Hill

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services which are provided to increase student academic performance:

Video lectures which supplement the text material of each course module

Messaging system which provides individual instructor/student interaction

Tech support which is available by submitting a help ticket

Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. In order to receive the accommodations, the student should furnish documentation of the learning disability prior to registration, if possible. Upon receipt of the documentation of a learning disability, Portage staff will provide the student with registration instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

Academic Integrity is a serious matter. In the educational context any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. To this end, your instructor will be alert to any indications that a student may be violating this principle. It will be necessary to show all your work on exams. When the nature of the course does not require numerical or symbolic determination (perhaps instead just requires recitation of learned descriptions), our experienced staff is able to detect the unauthorized consultation of study aids when answering exam questions. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Grievances: If for any reason a student has a complaint about the course work or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. However, if you don't feel you have received a satisfactory reply, you are encouraged to contact the Executive Director of Portage Learning for further consideration of your complaint. The formal grievances process must be initiated via written communication. If desired, please file a written grievance to academics@portagelearning.com to initiate the process.

Remediation:

At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have in regard to the material by reviewing both the old exam and the lesson module material. The student is also encouraged to contact the phone help line for assistance. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed before the final exam is opened.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills,

they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for PSYC 101 prior to beginning the course.