



On-Campus Course Syllabus

PSY 101 L00.A

Introduction to Psychology

Fall, 2018

Class Information

Day and Time: Monday 8:00am to 10:30am

Room Number: E205

Contact Information

Instructor Name: Steve Hunter Ed.D., D.Min., LPC-S, NCC

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Tuesdays & Thursdays 10:15-10:45am, 2:00-4:00pm

Course Description and Prerequisites

An introduction to psychology as a science with special emphasis on the integration of psychology with biblical truth. The origins, assumptions, techniques, instruments, and methods of psychology are studied and related to Scripture.

Course Objectives

- Examine the history of psychology and how it has impacted today's society.
- Explore theories and empirical findings across subfields of psychology (i.e., social, developmental, abnormal, personality, neuroscience, etc.).
- Understand core psychological concepts and processes.
- Compare, contrast, and synthesize empirical and theoretical perspectives related to the study of behavior and thought using evidence-based reasoning.
- Apply theoretical models of behavior and thought to real life settings and skills (e.g., clinical, educational, organizational, church contexts).
- Apply theories and principles of psychology to everyday cognitive, behavioral, relational, and spiritual issues.
- Develop an appreciation for multiple perspectives in a multicultural society.

Required Textbooks

Griggs, R. (2016). *Psychology: A concise introduction* (5th ed.) New York, NY: Worth Publishers ISBN 978-146-4192166

Recommended Reading

Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press. ISBN 9780807014295

McGee, R. (2003). *The search for significance*. Nashville, TN: Thomas Nelson. ISBN 0849944244

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend on the completion of a Mid-Term exam.
2. Twenty-five percent (25%) of the student's grade will depend on the completion of a Comprehensive Final Exam.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper and associated Class Presentation. First, the student will write a Research Paper on a topic related to the course: Introduction to Psychology. Students must choose a topic within the first three weeks of class approved by the Professor. In addition to the textbook assigned for the class, and the two recommended books for the class, the research paper should have a minimum of 6 additional sources.— books and reputable journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately eight to 10 double-spaced pages, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. For example, some questions to keep in mind are the following:

- Introduction: ____ (20 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text (Part 1): ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author's thoughts in a clear manner without using first person, instead using third person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not "research" cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- Conclusion and Practical Implications: ____ (20) Does the student provide principles and practical steps for counselors, teachers, and/or ministers to keep in mind when serving couples and families? Does the student summarize the key insights, principles, and practical steps? Does the student answer the "So what?" question in the concluding paragraph?
- Grammar and Style ____ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?
- Presentation ____ (25 Pts.) Did the student hit the highlights for the topic? Was the presentation interesting? Did the presentation finish and end in a timely fashion (30 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter/s handle the questions from the class in an effective manner? Was the presentation submitted to the professor before the time of the presentation?

The following two rubrics will also be used to score the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

4. Twenty five percent (25%) of the student's grade will depend on regular class attendance, class participation, and 6 quiz grades throughout the course of the semester. Some of the quizzes will be unannounced to encourage class attendance, and to encourage students to stay up with their assigned reading requirements. In addition, a final class attendance and participation grade will be worth one quiz grade (Quiz #6). This subjective grade will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement for the course, students must not only attend class, but also participate in class.
5. Finally, it is important to note that no late work will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

Course/Classroom Policies and Information

Students in this class will be allowed 2 absences. The third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade, "F" for the course. As mentioned earlier, no late work will be accepted for any reason. Scores on the quizzes, the midterm, and the final exam will not be accepted after their regularly days and scheduled times.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable

accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/20	Chapter 1 Griggs Science of Psych.	Syllabus, Introduction to the Course The Science of Psychology	
2	8/27	Chapter 2 Griggs Neuroscience	The Science of Psychology (cont'd)	Quiz 1, Chapter 1 Reading
3	9/3	Labor Day	Labor Day	Labor Day
4	9/10	Chapter 3 Griggs Sensation/Percep.	Neuroscience	Chapter 2 Reading
5	9/17	Chapter 7 Griggs Developmental Psy.	Sensation and Perception	Quiz 2, Chapter 3 Reading

6	9/24	Chapter 7 Griggs Developmental Psy.	Developmental Psychology	Chapter 7 Reading
7	10/1	Chapter 8 Griggs Personality	Developmental Psychology (cont'd) Review for Exam	Chapters 1, 2, and 7
8	10/8	Mid-Term Exam	Mid-Term Exam	Mid-Term Exam
9	10/15	Chapter 8 Griggs Personality	Personality Theory and Assessment	Chapter 8 Reading
10	10/22	Chapter 9 Griggs Social Psychology	Social Psychology	Quiz 3, Chapter 9 Reading
11	10/29	Chapter 10 Griggs Abnormal Psych.	Abnormal Psychology	Chapter 10 Reading
12	11/5	Chapter 10 Griggs Abnormal (cont'd)	Abnormal Psychology (cont'd)	Quiz 4, Chapter 10 Reading
13	11/12	Student Papers & Presentations	Student Presentations	Research Papers Due and Presentations
14	11/19	Fall Break	Fall Break	Fall Break
15	11/26	Student Papers & Presentations	Student Presentations	Research Papers Due and Presentations
16	12/3	Student Papers & Presentations	Student Presentations Review for Exam (Chaps. 8, 9, & 10)	Research Papers Due and Presentations
17	12/10	Final Exam	Final Exam	Final Exam

Selected Bibliography

American Psychological Association, Task Force on Psychology Major Competencies. (2007).

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