



# On-Campus Course Syllabus

## PSY 101 L00.A

### Introduction to Psychology

#### Fall 2021

#### Class Information

**Day and Time:** TBD

**Room Number:** TBD

#### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-818-1371

**Instructor Office Hours:** Tuesdays & Thursdays 12 to 2

#### 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 Textbook

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

#### Recommended Reading

Degroat, C. (2020). *When narcissism comes to church: Healing your community from emotional and spiritual abuse*. Downers Grove, IL: IVP. ISBN 978-0830841592

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

## Course Requirements and Assignments

1. Forty percent (40%) of the student's grade will depend on the completion of three exams over the course of the semester. The exams will consist of short-answer and essay questions.
2. Thirty percent (30%) of the student's grade will depend on the completion of a Research Paper and Self-Reflection Paper. In addition, this requirement will include a Class Presentation on the major highlights, finding, and insights of this assignment. **It is important to note that the Research Paper is due before class on the student's day to present listed in the syllabus.**

First, the student will write a Research Paper on a topic related to the course: Introduction to Psychology. Popular topics include such things as: Anxiety, Depression, PTSD, Bipolar Disorder, Narcissism, Addiction, Social Media Related to Mental Health, or a topic approved by the Profession.

Students must choose a topic within the first three weeks of class that is approved by the Professor. The textbook and recommended reading for the class can be used as sources, or not. However, the research paper should have a minimum of **five** sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately five to seven double-spaced pages not including the Title Page and Reference Page. Psychology students are required to use APA Style and Format. However, students in other majors may use an acceptable and recognizable writing style. 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. For example, the following structure and associated questions can be used as a general guide:

- a. Introduction: \_\_\_\_\_ (10 points) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic to appropriately introduce and grab the reader's attention?
- b. Body of the Text: \_\_\_\_\_ (30 points) 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?
- c. Self-Reflection \_\_\_\_\_ (20 points) Did the student take an opportunity to reflect upon the research and findings? In other words, what were the most important insights from the research? How with the highlights and insights be applied in ministry, in life, in relationships, etc?
- d. Conclusion and Implications for the Profession: \_\_\_\_\_ (10 points) Did the student identify and provide a summary of the main points, and practical suggestions for counselors, teachers, and/or ministers? In other words, did the student adequately, and effectively answer the "So what?" question for this Research Paper?
- e. Grammar and Style \_\_\_\_\_ (10 points) 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?

- f. Presentation \_\_\_\_\_ (20 Pts.) Did the student hit the highlights for the topic? Was the presentation interesting and creative? Did the presentation finish and end in a timely fashion (30 to 35 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter handle the questions from the class in an effective manner? Was the written portion of this Research Project 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)
3. Thirty percent (30%) of the student's grade will depend on preparation for class participation during ZOOM calls and discussions. In order to receive full credit for this requirement, students must not only attend ZOOM conferences scheduled throughout the semester they must also be prepared and participate in these discussions.
4. Finally, it is important to note that no late work, or excuses, will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion. Attendance will be taken each class period. Three absences will result in the loss of a letter grade. Four, or more, absences will result in a failing grade for the course.

## **Course/Classroom Policies and Information**

Students in this class will be allowed 2 excused absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

In addition, Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

## **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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for

communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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 instructor, 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 Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Learning Opportunities
1	Week 1	Introductions, Syllabus Review, Introduction of the Course <b>ZOOM</b> Lecture 1, Chapter 1 Griggs
2	Week 2	Introduction to Psychology (continued) Lecture 1, Chapter 1, Griggs The Science of Psychology
3	Week 3	Neuroscience Lecture 2, Chapter 2, Griggs
4	Week 4	Neuroscience (continued) Lecture 2, Chapter 2, Griggs Review for Exam #1 <b>ZOOM</b>
5	Week 5	Sensation and Perception Lecture 3, Chapter 3, Griggs Detox Your Mind! <b>Exam 1</b>
6	Week 6	Personality Lecture 4, Chapter 8, Griggs
7	Week 7	Personality (continued) Lecture 4, Chapter 8, Griggs
8	Week 8	Personality Disorders Lecture 5 Review for Exam #2 <b>ZOOM</b>
9	Week 9	<b>Student Development Week</b>
10	Week 10	Personality Disorders (continued) Lecture 6 <b>Exam 2</b>
11	Week 11	Abnormal Psychology Lecture 7, Chapter 10, Griggs
12	Week 12	Depression Lecture 8
13	Week 13	Anxiety Lecture 9
14	Week 14	Research and Writing Day
15	Week 15	<b>Thanksgiving Break</b>

16	Week 16	Student Presentations Research and Self-Reflection Paper Due Review for Final Exam #3 <b>ZOOM</b>
17	Week 17	<b>Final Exams</b>

## Selected Bibliography

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Thompson, C. (2010). *Anatomy of the soul: Surprising connections between neuroscience and spiritual practices that can transform your life and relationships*. Carol Stream, IL: Tyndale Momentum.

Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin.