



# On-Campus Course Syllabus

## PSY 101

### Introduction to Psychology

### Spring 2025

#### Class Information

**Day and Time:** Thursday 12:15pm to 3:00pm

**Room Number:** E325

#### Contact Information

**Instructor Name:** Laura Landreth

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

**Instructor Phone:** 214-906-1445

**Instructor Office Hours:** By appointment only.

#### 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. (This course satisfies requirements for a Social/Behavioral Science course.)

#### Course Objectives

Over the course of the semester, students will:

- 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, normal, 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, and
- Develop an appreciation for multiple perspectives in a multicultural society.

#### Required Textbooks

Griggs, R. (2019). Psychology: A concise introduction (6th ed.) New York, NY: Worth Publishers  
ISBN 978-1319122621

## 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 upon the completion of a Mid-Term exam.
2. Twenty-five percent (25%) of the student's grade will depend upon 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. In addition, this requirement will include a Class Presentation on the major highlights, findings, and insights from your research. The class presentation should include a PowerPoint and a handout.

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, Addiction, Social Media Related to Mental Health, Autism Spectrum Disorder, Suicide and Prevention, Pornography Addiction in the Church, Narcissism, or a topic approved by the Professor.

Students must choose a topic and submit the topic by email to the Professor within the first three weeks of class for approval. The textbook and recommended readings for the class may be used as sources, or not. However, the research paper should have a minimum of five total 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/s. 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.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html)

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:

- Introduction: \_\_\_\_\_ (15 points) The introduction to the paper addresses current statistics, current events, and/or current research regarding the topic to appropriately introduce and grab the reader's attention? The writer defines key terms and concepts related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.
- Body of the Text: \_\_\_\_\_ (30 points) Does the paper address the most important dimensions and key concepts related to the topic from the research? Are sources (reputable books and journal articles) cited throughout the body of the paper according to APA style? Does the student researcher use third person (the researcher, the author of this paper, etc.) instead of first person (I, me, etc.). Does the student use at least 5 substantive resources (books and journal articles as opposed to information cut and pasted from the internet)? Does the body of the

paper flow in a logical fashion using effective transition sentences to link the paragraphs together?

- Conclusion and Implications: \_\_\_\_\_ (15 points) Did the student identify and provide a summary of the main points of the research paper? Did the student accomplish the purpose and meet the objectives of the research paper? Did the student provide practical suggestions and implications for counselors, teachers, and/or ministers according to his/her calling? In other words, did the student adequately, and effectively answer the “So what?” question for this Research Paper?
- Grammar and Style \_\_\_\_\_ (15 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? It is important to visit the Writing/Tutoring Center for help with editing and formatting.
- Presentation \_\_\_\_\_ (25 Pts.) Did the student hit the highlights for his/her topic? Was the presentation interesting and creative? Did the presentation finish and end in a timely fashion (20 to 25 minutes with a time for questions)? Did the presenter handle the questions from the class in an effective manner? Was the written portion of this Research Project presentation submitted into CANVAS before the beginning of class on the day the student presented?

The following 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 attendance, preparation, and participation in class. In order to receive full credit for this requirement, students must not only attend class they must also be prepared to participate in class discussions in a respectful and informed manner. This grade also includes four quizzes over the course of the semester.
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. Three absences will result in the loss of a letter grade. Four, or more, absences will result in a failing grade for the course.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course

participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## 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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/23	Introductions, Syllabus Review Introduction to Psychology
2	1/30	Introduction to Psychology (Chapter 1, Griggs)
3	2/6	Neuroscience (Chapter 2, Griggs) QUIZ 1 RESEARCH PAPER TOPIC DUE
4	2/13	Detox Your Mind! Sensation and Perception (Chapter 3, Griggs)
5	2/20	Thinking and Intelligence (Chapter 6, Griggs)
6	2/27	Thinking and Intelligence (Chapter 6, Griggs) QUIZ 2
7	3/6	Personality Theories (Chapter 8, Griggs)
8	3/13	<b>Mid Term Exam</b>
9	3/17-3/21	<b>Spring Break</b>
10	3/27	Social Psychology (Chapter 9, Griggs) QUIZ 3
11	4/3	Abnormal Psychology (Chapter 10, Griggs)
12	4/10	Abnormal Psychology (Chapter 10, Griggs) Personality Disorders Quiz 4
13	4/17	Research and Writing Day
14	4/24	Written Portion of Research Project is Due Research Project Presentations
15	5/01	Research Project Presentations
16	5/08	Research Project Presentations
17	5/15	<b>Final Exam</b>

## Selected Bibliography

Azevedo, F. A., Carvalho, L. R. B., Grinberg, L. T., Farfel, J. M., Ferretti, R. E., Leite, R. E., Herculano-Houzel, S. (2009). Equal numbers of neuronal and nonneuronal cells make the human brain an isometrically scaled-up primate brain. *Journal of Comparative Neurology*, 513, 532–541.

Badenoch, B. (2017). *The heart of trauma: Healing the embodied brain in the context of relationships*. New York, NY: W. W. Norton & Company.

Bezerow, A. (2012). Why Psychology Isn't a Science. *LA Times*.

Garrett, B. & Hough, G. (2018). *Brain and behavior: An introduction to biological psychology* (5th ed.). Thousand Oaks, CA: Sage.



- Griggs, R. (2016). *Psychology: A concise introduction* (5<sup>th</sup> ed.) New York, NY: Worth Publishers.
- Güntürkün, O., & Ocklenburg, S. (2017). Ontogenesis of lateralization. *Neuron*, 94(2), 249–263.  
doi.org/10.1016/j.neuron.2017.02.045
- Henriques, G. (2016). The “Is Psychology a Science?” debate: Reviewing the ways in which psychology is and is not a science. *Psychology Today*.
- Kalat, J. (2019). *Biological psychology* (13th ed.). Belmont, CA: Cengage.
- LeDoux, J. (2002). *Synaptic self: How our brains become who we are*. New York, NY: Penguin Books.
- Luke, C. (2020). *Neuroscience for counselors and therapists: Integrating the sciences of the mind and brain* (2<sup>nd</sup> Ed.). San Diego, CA: Cognella.
- Mahler, D. A., Cunningham, L. N., Skrinar, G. S., Kraemer, W. J., & Colice, G. L. (1989). Beta-endorphin activity and hypercapnic ventilatory responsiveness after marathon running. *Journal of Applied Physiology*, 66, 2431–2436.
- Pert, C. B., & Snyder, S. H. (1973). Opiate receptors: Demonstration in the nervous tissue. *Science*, 179, 1011–1014.
- Rapport, R. (2005). *Nerve endings: The discovery of the synapse*. New York: W. W. Norton.
- 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.